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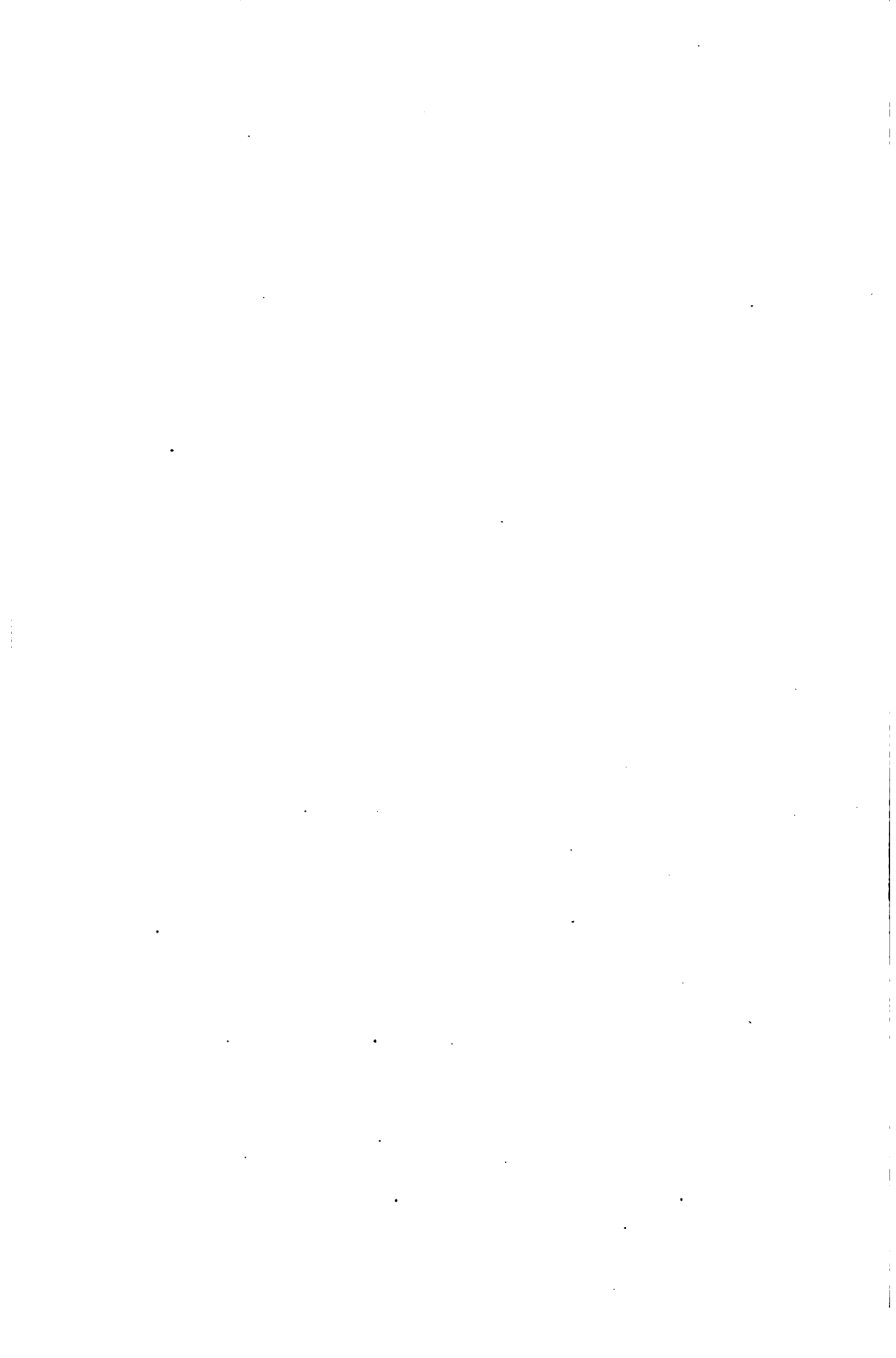
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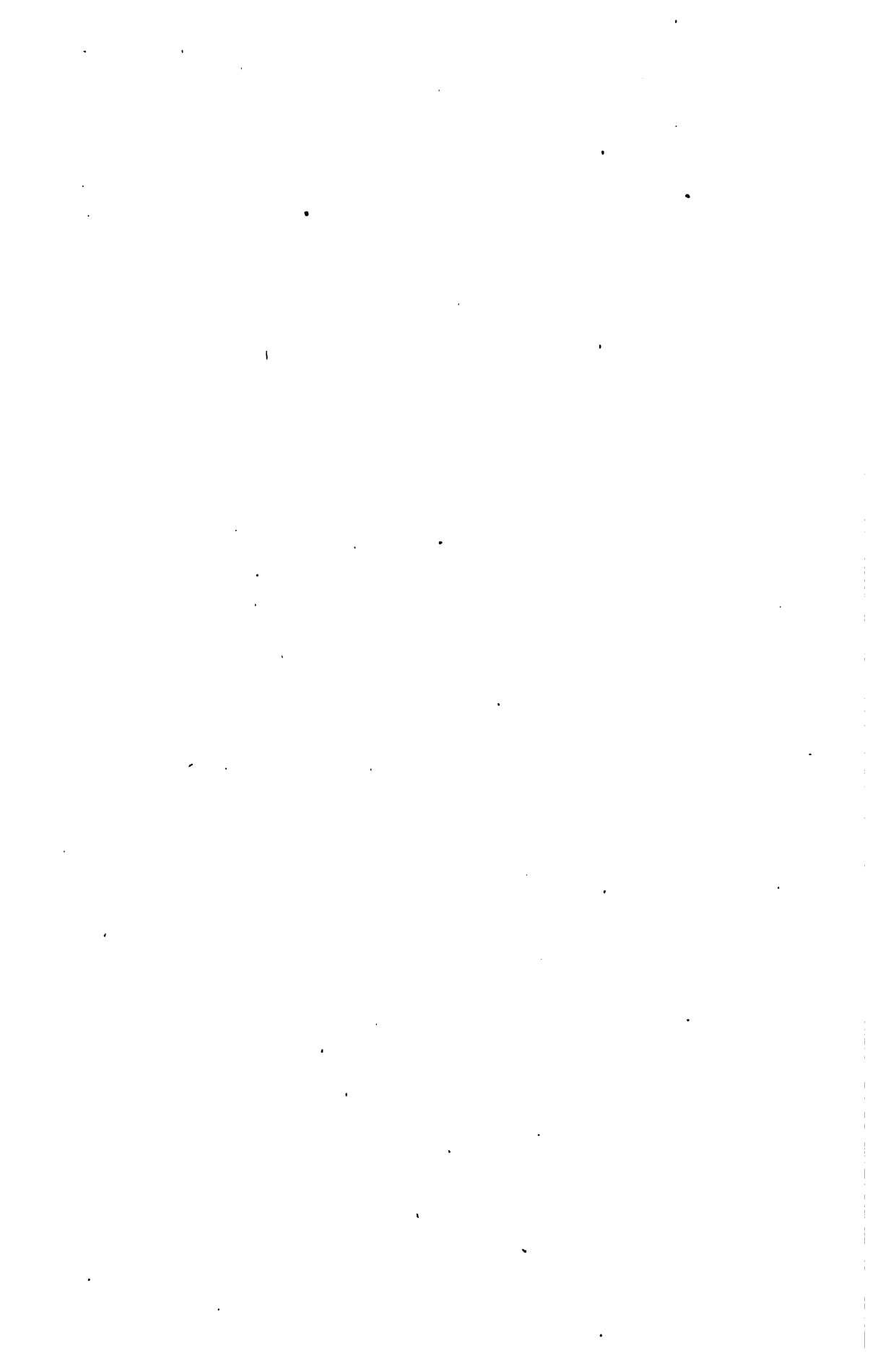
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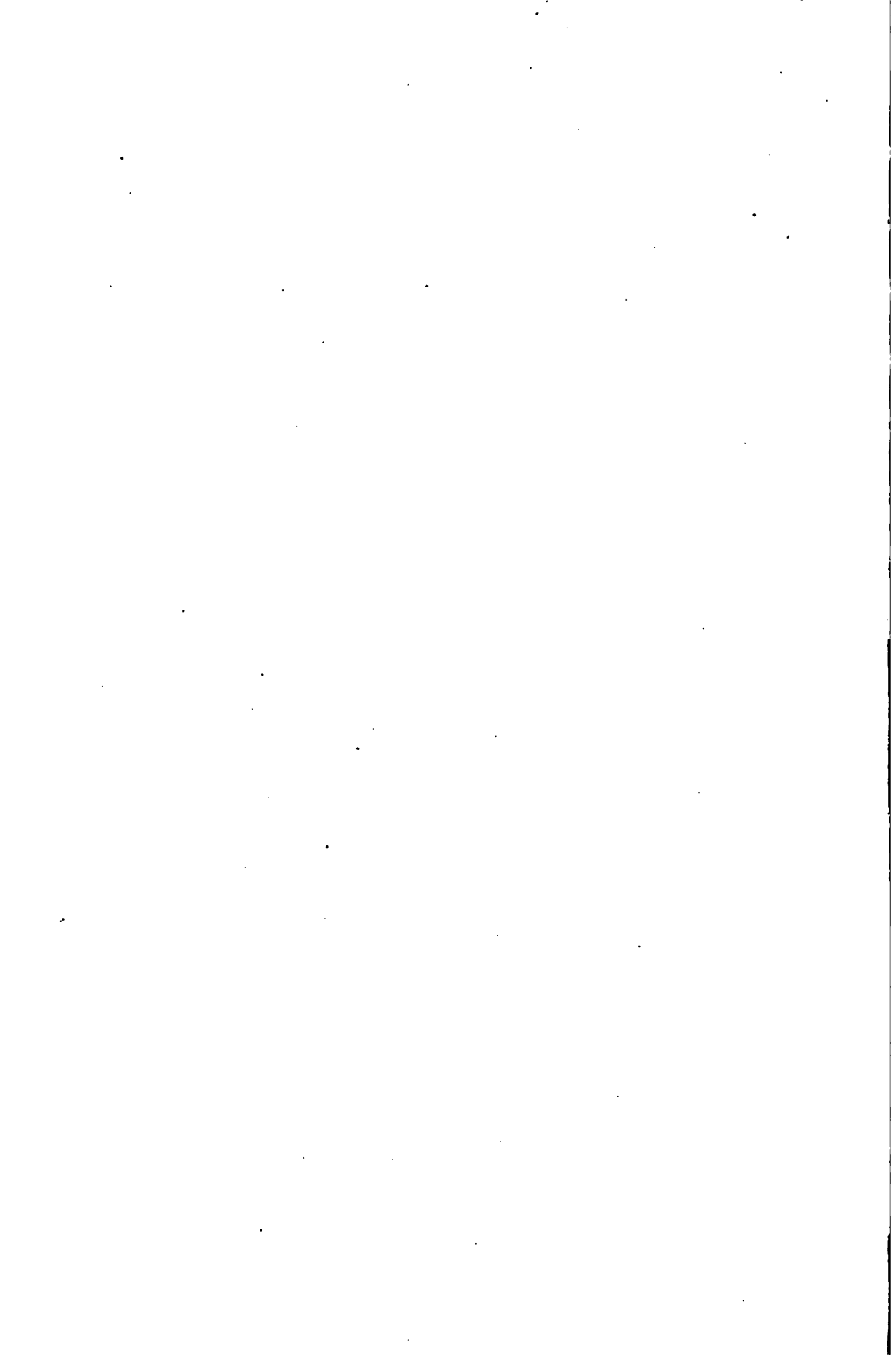
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"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends to be a help and ornament thereunto."—Bacon.

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Number 1

LANGUAGE IN INTERMEDIATE GRADES

BY STELLA STUART GUINNESS, ESTHER GOODSPEED, AND MARION ATWOOD*

Fourth Year Work

FOURTH, fifth and sixth year's work is usually accomplished in the intermediate department which, by the way, so often resembles the middle child, all legs and arms, with so many angles mentally and physically to be smoothed out. No longer the cunning little tot from whose lips the simplest, and therefore correctly given, sentences are such a delight, nor the oldest child (in the grammar department) whose language now compares favorably with that of the hearing child of the same age. But the child, who, having reached the intermediate department, has so much to tell the teacher, tries so hard to do more than asked to do, that his language sometimes becomes a tangle. Then let us review last year's work, still using the five slates.

In the fourth year, we use the principles of Miss Sweet's *Lessons in English No. 3* as the basis of our language work.

I. The Passive Voice. This is not taught as a principle in the fourth year but is used by the children in a descriptive sense, as: My pencil is broken. Your dress is torn.

Give no drills on the passive voice, but have the children use it whenever it can be properly used.

II. Verbal nouns and adjectives. In teaching the children participial nouns, use the five slates. Show the children that words ending in *ing* are not always used with *am*, *are*, *is*, but that we talk about Mary's dancing, her writing, her

sewing, etc. Have the children make a list of such words and then tell you something about them. Show in the five slates that these verb forms can also be used in the object columns.

Teach these question forms.

Do you like to (dance)?

Are you fond of (dancing)?

Do you enjoy (dancing)?

III. Comparison of adjectives and adverbs. The comparative degree is easily understood and enjoyed by the pupil. In teaching this be sure that objects having the same qualities are compared, as: The red apple is sweeter than the green one. Mary's doll is larger than Sallie's. Tom is taller than Jane. See that the children understand that the fact that Mary's doll is larger than Sallie's does not necessarily mean that it is very large.

After we have taught the drill lesson of using the *est* with short adjectives, as: the longest, the happiest; and the *most* with long adjectives, as: the most beautiful, the most comfortable, we usually have a talk somewhat as follows:

Who is the tallest pupil in our class? Who is the fattest pupil in the class? Who is the most attentive pupil in our class? etc. The children telling me which *one* pupil is the tallest, or the fattest, or the most attentive, show that the superlative degree is used in speaking of *one* of a group, not necessarily three.

I have also found it a help to show the class a group of three or more pictures; for instance, a picture of Niagara Falls, another of Washington and his family, another of Indians and horses, another of

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animals playing together. Tell the children to describe the different pictures, using the following adjectives in the superlative form: interesting, beautiful, funny, and the pupils write something like this.

"I see a picture of Washington, another of Indians, another of animals, another of Niagara Falls. The picture of the Indians (or of Washington, as they prefer) is the most interesting of all; the picture of the animals is the funniest, and the picture of Niagara Falls is the most beautiful."

Then take ribbons of different lengths, widths, pattern, colors, and textures. Tell the class to describe them, using the adjectives, long, pretty, soft, expensive, wide, and cheap in the superlative form.

IV. The adverbial modifier of cause.

Mary cried because her tooth ached.

Tom went to the park because he wanted to skate.

V. Direct and indirect quotations.

Here we refer to Miss Willoughby's most excellent book on *Ask, Say and Tell*.

Do not give this book to this grade of children, but teach the children the use of these verbs from the classroom experiences, as: Harry gives the class an item of news and says, "I am a Boy Scout." I ask Max what Harry did. Max answers, "Harry told us that he was a Boy Scout." Thus showing that we usually talk (and write) using the indirect quotation. I try to have the children understand that they *tell* items of news and *ask* questions to find out things.

Every morning the first thing after our opening exercises, each pupil, in turn, stands beside me, and tells the class an item of news. This is a great help in the use of connected language, gaining new language, keeping me in touch with my pupils' joys and sorrows; also giving abundant material for speech work, and these items of news are later used in the written journals.

In this year the question forms should include:

- Have you ever —?
- How long — (time)?
- How long — (inches)?
- How high — (feet, etc.)?

How long does it take — to —?

How did it happen? He fell. She got her feet wet.

How does — sew, write? Slowly, carefully, etc.

How —? With the scissors, etc.

How often —?

VII. Pronouns—Continue work on *personal, reflexive, interrogative* and *adjective* pronouns and begin the use of relative pronouns.

In exercises practicing different ways of expressing the same thought, we have opportunities of using the personal pronouns *mine, yours, ours, theirs*, as: I have a blue pencil. The blue pencil is mine. I own the blue pencil. This blue pencil belongs to me. Change to plural sentences, as: John and Tom have new caps. The caps are *theirs*, etc.

Reflexive: myself, yourself, himself, etc. Use in questions and conversation, as: For whom did you buy that ball? and child answers, "I bought it for myself."

With the relative pronouns, begin by using *who* and *which* in schoolroom commands, as: Give the pencil to the boy who is sitting by the door. Bring me the book which is on your desk. Then have the children tell what they did, as: I gave you the book which was on my desk. Show the children that this is only another way of making two short sentences into one and talking the way grown up people do, as: Mary threw some paper into the basket which is beside the table, is only another way of saying, Mary threw some paper into the basket. It is beside the table. Let the pupils combine simple sentences, using *who* or *which*, as:

I met a man.

He was carrying a small dog.

I met a man who was carrying a small dog.

Sallie has a new dress.

It is very becoming.

Sallie has a new dress which is very becoming.

Have the pupils complete sentences using relative pronouns, as: Harry has a dog

The more personal one makes the classroom work, the keener is the interest and attention shown by the children.

VIII. Verbs.

Voice, active.

Passive used, but no drill.

Mode, indicative, infinitive, potential.

Subjunctive used, but with no drill.

Tense, present perfect, past progressive.

Participles, participial phrases used as
adjectives

object of verb

subject of verb

Object of preposition.

In teaching the present perfect tense, teach the simple form without a time phrase first, as: I told Mary to write one sentence but she has written two. Where is John? He has gone home, etc.

In teaching the past progressive tense, use it in connection with the past tense, as: He came while I was eating. I asked John what he was doing, but he would not tell me.

Verbs which need special drill. Do not teach these together.

To borrow—to lend

to pick—to pick up

to call—to name

to bring—to carry

to come—to go

to know—to know how to

to want—to want to.

IX. Nouns.

1. A few collectives, as: class, crowd, drove, pair, family, team.

2. Occupations continued, adding lines of business, trades, and professions as the pupils are ready to receive them. Teach them something about the duties of each, as: What does a merchant do? What does a butcher do? Whenever it is possible, take the class out to the shop or store they are studying about that they may have the practical application of What does a merchant do? or, What does the butcher do? The visit to the blacksmith's is always full of interest. Also act out the trades in the classroom. The children always enjoy it.

3. Teach the most common aches and pains, and the most familiar diseases.

4. Titles: Mr., Mrs., Dr., Miss, etc.

5. Indefinite nouns, something, anything, everything, nothing.

6. Relationship, grandson, granddaughter, uncle, aunt, nephew, niece, cousin, brother-in-law, sister-in-law, and

if needed, stepfather, stepmother, son, and daughter. If possible, have pupils bring pictures of members of their family. These are a great help.

7. Nouns in apposition, as: Dr. Taylor, our principal; Miss Doud, our matron; Miss Hine, our drawing teacher, etc.

X. Adjectives.

Comparison. The three degrees.

Familiar similies: as happy as a bird
as hungry as a bear
as pretty as a picture
as red as fire

XI. Adverbs.

Comparison.

Derivation. From adjectives, as: slowly from slow, nicely from nice, etc.

Prepositions used adverbially, as: wear out, look in, let out, etc.

XII. Prepositions.

All those in Miss Sweet's *Language Lessons No. 3*, and as many more as you can teach.

Except needs special drill.

XIII. Conjunctions.

Than, because, when, while.

As occasion arises, give the following rules for *when*.

	When	present	future
or	Future	when	present
	When	past	past
or	Past	when	past

XIV. A great many—things that can be counted.

A great deal—things that cannot be counted.

XV. The original language should include:

1. Journals and topics.
2. Descriptions of pictures, people and simple objects.
3. Stories about pictures.
4. Letters.
5. Word pictures—Miss Buell's work, a brief outline of which appeared in the *Annals* of November, 1917.
6. Original questions for information.
7. Conversation.

In writing individual journals the children write them the first time in their journal books without drawing any lines

for margins or paragraphs. They learn to remember these quite well. Sometimes we have very neat-looking books and sometimes we do not. The *best* composition and the *best* penmanship are always praised. Topics, of course, are most helpful in broadening and giving new language.

We always have a daily report of the weather, written on one special slate, as: Today is as warm as yesterday, or, Today is not so cold as yesterday. The weather is never included in the journal, which always consists of news.

Idiomatic and other expressions are written on a slate by the pupils when used, as:

Take cold, inside out, upside down, put on, and as many others as possible.

Of course in teaching all new language, use action work as much as possible.

In the description of pictures, we find it a great help to tell the pupils to keep to four points. First, to tell what they see in the picture; second, where the people are; third, what they are doing; fourth, last and decidedly least important, what they are wearing or have on. Also that in picture descriptions, we always use the *present tense*, and tell only what we see, never what we think about the picture, as this is the distinction between a description and a story imagined.

Fifth Year Work

In the fifth year, it is necessary to continue work on many language principles started the year before, and to begin the teaching of new ones for which the way has been paved. The principles taken up are based on Miss Sweet's *Lessons in English No. 4*.

In the fourth year, the relative clause was introduced with the simplest pronouns, *who* and *which*. In the fifth year this work is extended to include the five relative pronouns in all constructions, namely, as: (1) antecedent, subject of verb; (2) antecedent, object of verb; (3) antecedent, attribute complement; (4) antecedent, object of preposition (whom, whose, which).

In teaching the relative clause, it is made clear, that, besides the relative clause, there must be a subject and a predicate.

The relative clause may be drilled on in many different ways: (1) combine two simple sentences by means of a relative pronoun, (2) make two simple sentences from one which contains a relative, (3) omit the relative clause and let it be supplied by the pupil, (4) make a complex sentence from a simple one by the use of a relative clause, modifying either the subject or object.

There are some mistakes to be guarded against in the use of sentences containing relative clauses. One of the most common is the omission of the predicate of the independent clause, for example: Dr. Taylor, who is our principal. The incorrectness of this can be easily shown to the pupil by having the relative clause underlined and the other words numbered to indicate subject and predicate, as:

Dr. Taylor, *who is our principal*.

The pupil will then readily see that his sentence is incomplete and that there must be a number two, in order to have a predicate.

Another way to correct this form of error is by having the child make two sentences. If the teacher has been careful to make the point that the noun in the independent clause is never subject of the verb of the relative clause, he will write

1. Dr. Taylor

2. He is our principal

and at once see the incompleteness of his sentence.

If, however, this point has not been made clear in the introduction of relative clauses, the fourth year he will write

Dr. Taylor is our principal,

and see no reason why you should find fault with his first way of expressing it.

Another common mistake is the use of the personal pronoun with the relative, as: The boy, whom I saw him, was lame. This may be corrected by changing the sentence to two simple ones and crossing off the corresponding words.

Previous to the fifth year, the passive voice has been frequently used, so that now the child is prepared to learn the principle of it and why and when it is used. Action work and the five slate system will be found helpful in teaching this. After several actions have been performed and written, the child may be made to see that the subject does some-

thing. By showing objects the teacher may easily get a sentence in the passive voice, as: My pencil is broken. When several of these are written in the columns, it is easy for the child to see that the subject does nothing. Then, following our invariable rule that a child is never to learn a definition until he himself has evolved it, the meaning of each voice can be drawn from the children. From several examples the child may make the rule for the formation of the passive voice. It should be explained to the pupil that the passive voice is used when the person who performs the action is unknown or unimportant and therefore need not always be expressed. In connection with the passive voice, the principal parts of verbs are taught.

The use of sentences or connected language employing both voices, with blanks left for the verb forms, is a good drill at this time, as it requires not only an understanding of voice, but also of tense, a subject which needs continued practice as the knowledge of new tenses continues. To avoid the awkward, while grammatically correct, use of the passive voice by children anxious to use the new form before they really comprehend it, it is well for some time to suggest the verbs to be used, for it is difficult to make a child see just why we do not say, "Elsie's breakfast was eaten by her," when it is a fact that cannot be denied.

The present perfect tense is another principle which has been started and must now be continued and expanded. When the pupil can use the simple form—action finished, no time given, use the present perfect tense with a time phrase denoting the present, as: I have received two letters this morning. Later teach it with adverbs and phrases, as: often, never, since, etc. Then the other case, that showing a continuation from past to present time may be used. Careful thought on the teacher's part to use this tense in its different cases whenever possible will help the pupil to use it naturally.

The subjunctive mode in the present tense is used this year, especially in conditional clauses with *if*. The following rules for tense apply to it.

1. If present, future
or Future, if present
2. If present, present.

The declarative, imperative, negative, exclamatory and interrogative forms of the verb and these terms are also taught.

The use of *by* and *for* with the present participle, answering the questions How—? and Why—? occupy a place in the outline of work for this year. The following is a device to help solve the problem of which preposition to use, a problem very confusing to the deaf child when a verb like *to punish* sometimes takes the other. Show him by means of a diagram that if the subject of the verb performs the action, *by* is used, while if the object of the verb performs the action, *for* is used. For example:

1	2	3	4	5
I	punished	a boy	by	keeping him at recess
I	punished	a boy	for	signing.

This device does not hold for the passive voice, but when the children understand both this principle and that of the passive voice, you will find that even in that construction they will not make mistakes with it. Some verbs always take the same prepositions before participial nouns, and lists of these may be given to the children.

Pupils of this grade are beginning to be interested in politics and may be taught the names of some government officials as: president, vice-president, governor, mayor, as occasion offers. Topics on current events will help greatly with the teaching of these.

If pupils have not learned the names of all school officials, they should be taught, along with their chief duties, etc. This is often accomplished while studying occupations.

Occupations are continued and expanded this year and may be made more pleasant by combining them with the new language principles being taught—with the passive voice, the present perfect tense and with the present participle.

In the fifth year the children are encouraged to use abstract nouns like—the *bark* of a dog, the *bite* of a cat, etc., which they have probably seen but have not made much effort to use.

Adverbial time clauses, introduced by *as*, *when*, and *while* are taught during this

year. *As* and *while* give good practice in using the past progressive. The mistake is often made by children of putting *when* with the wrong clause, as:

When I saw my mother, I went home.
instead of

I saw my mother when I went home.

This mistake can be avoided by teaching the child to connect *when* with the action that happened first.

The use of *above* and *below* is confusing to the deaf child. If, however, the idea is given to the child that the preposition belongs with the first place mentioned, as:

(The girls' dormitory is *above*) the playroom.

(The laundry is *below*) the dining-room.

little difficulty will be encountered.

More grammatical terms are taught this year and practice is given in expressing the same thought in different ways by using different parts of speech, as:

Mary deceived her mother.

Mary is a deceitful girl.

Indirect discourse and comparison of adjectives and adverbs are two of those principles which are begun early and are carried a little farther each year. Constant reviewing and usage of these principles, together with many others, are necessary for the deaf child to acquire ease of expression. The skillful teacher has many ways of camouflaging these hard and perhaps rather uninteresting principles, by means of which the pupil has practice in them without being aware of the teacher's purpose.

Sixth Year Work

By the time the sixth year is reached, most of the language principles have been taught, and the chief object of language teaching is to enlarge upon these principles and have them put into practice and used naturally. The teacher has great opportunity to show her own ingenuity in accomplishing this end. The teaching of the few principles presented this year is much like formal grammar.

Work is done on sentence construction, with study of clauses and phrases. The distinction between independent and dependent clauses is shown. Study is given to the words connecting indepen-

dent clauses and to the different possibilities in introducing dependent ones.

Many collective nouns are used and such abstract ones as the following—health, life, patience, courage. At this stage the child has acquired from his reading and other sources some names characterizing the person, as—murderer, neighbor, burglar, etc. These are added to when the opportunity arises.

All the pronouns in their different uses have already been taught, but drill on them is still given in a variety of ways.

A great deal of work on adjectives is needed this year. We classify them as follows:

1. Proper adjectives—derived from proper nouns.

2. Compound adjectives—kind-hearted, etc.

3. Predicate adjectives—special drill on those used only in the predicate—alone, alike, etc.

4. Adjectives followed by *of*—afraid of, ashamed of, etc.

5. Adjectives followed by *to*—glad to, anxious to, etc.

6. Adjectives followed by *for*—ready for, easy for, etc.

7. The past participle, used in the sense of an adjective, modified by *much* or *very much*—surprised, excited, etc.

8. The same, modified by *well* or *very well*—done, made, etc.

The superlative degree needs special attention. Five cases are taken up:

1. Using *the* and *of*, as: Harry is the tallest of all the boys.

2. Using *the* and *in*, as: Mary is the youngest girl in her class.

3. Using *this* and *that* or *ever*, as: This is the prettiest flower that I have ever seen.

4. *The, of that or ever*, omitted, as: I am happiest in New York.

5. Indicating a high degree and using the indefinite article, as: Miss —— is a most delightful person.

The past perfect tense is taken up this year. It is taught by giving the children two sentences: Mary broke her doll. She cried. Ask which happened first. Show that both actions are past, but that one was finished before the other took place. Reverse the order of the sentence and combine and it becomes: Mary cried

because she had broken her doll. The meaning of this tense may be drawn from the children when several examples have been given. While laying stress, when teaching this, on the fact that since the past perfect tense means completed before the past time and that since the past time must be expressed, therefore it is a tense than can never be used alone, we must not forget that it may sometimes be expressed in a separate sentence, as: Mary won a prize for attendance. She had won a prize for conduct the year before.

All tenses of the verb have been taught now except the future perfect. The emphatic form of the verb is added to those mentioned in the fifth year, as: I did wash my hands. The use of the four modes is continued. There are helpful rules for the use of tenses with *if*. Those not given in the fifth year are:

1. If past, past as:
If she made that, she did well.
2. If could, would (present) as:
If he could typewrite, he would be glad to help you.
3. If past, would (present) as:
If he saw a bear, he would run.
4. If past perfect, would (present perfect) as:
If I had known that, I would have told you.

The past subjunctive with *if* is taught as an idiom: If I were, etc. Although these rules for tenses may be applied correctly in drills, the real test of the comprehension of them is in original work. If the child can keep tenses straight in such composition, as: "If I had lived a hundred years ago" and "If I were a millionaire," he has really mastered them.

The *when* rules are helpful too. The ones which have not been mentioned in previous years are:

1. When present perfect, future or future, when present perfect, as:
When I have finished, I shall let you know.
or
I shall let you know when I have finished.
2. When past perfect, past and *vice versa*, as:

When he had read the book, he gave it away.

3. When past progressive, past and *vice versa*, as:

When I was walking through the park, I met a friend.

Three verbs that need special drill are *to make*, *to get*, *to give*, used in idiomatic expressions, as: to make—look pretty, to get—feet wet, to give—a treat.

The infinitive and participle have many uses, which will be found and classified in any good grammar. The classification of adverbs as found in grammars may be used for children of this age.

The conjunctions *since*, *although*, *unless* and *until* are added to those already known.

The incorrect use of *before* and *after* which is common with the deaf, can be done away with in a great measure by teaching that if the conjunction is in the middle of the sentence, it goes with the first clause and that if the action of the verb in that clause is first, *before* is used; if the action of the verb in that clause is second, *after* is used. This table makes it clear:

(What *happened* first *before*) what *happened* second.

(coming)
We eat breakfast before (we come) to school.

(What *happened* second *after*) what *happened* first.

(eating)
We come to school after (we eat) breakfast.

ORIGINAL LANGUAGE

Fifth and Sixth Years

The original work of the fifth year so overlaps that of the sixth year that they do not need to be treated separately. The aim of all original language from now on is to put into practical use the principles which have been taught.

The teacher bears in mind the necessity of making language both spoken and written mean something very definite to the child. The point is to make him understand that every sentence gives some sort of a mental image and that a sentence incorrectly expressed sometimes

makes a very ludicrous picture in the mind, as: Miss — is a new hat.

A great deal of the original language and composition work of these and succeeding years is based on the word picture work by Miss Buell, as briefly outlined in the November *Annals* for 1917. This work, however, has been expanded to such an extent that it cannot be given here. It is very valuable in developing the child's imagination and his ability to "take" a story for reproduction. It leads him to image conditions expressed in language and adds greatly to his understanding and enjoyment of reading.

The outline of the fifth and the sixth years' original work includes the following:

1. Journals and topics
2. Picture stories
3. Condensation
4. Writing of stories from simple outlines
5. Writing of compositions from outlines
 - a. made out by the teacher
 - b. made out by the pupil
6. Description work
7. Poems paraphrased
8. Word pictures from both poems and prose
9. Written conversation
10. Letters
11. Conversation and questions for information.

I. Newspaper items and opinions on them can be incorporated in the journals. Reading one another's journals and opinions is a good stimulus as well as a delight to the children. Class journals are discontinued except when a trip has been taken or when the teacher wishes to introduce some special language.

Topics on a variety of subjects can now be comprehended. These can be correlated later with the geography and the history work, so as to broaden the child's vision. A model topic can be given, as: "My First Doll." Then tell the class to write on a similar topic, as: "My First Knife," being careful that the pupils do not copy the model, which is given only as a suggestion.

Here is a plan suggested to help the pupil use his new language principles.

Have each child write a short paragraph of news each day. Read it with the child and underscore that which could be expressed equally well the new way. The child will almost always be able to re-write it correctly, thus having the new language for reference in his journal book. For accuracy of expression, it is a good plan to mark a news item with a percentage, according to its merit. Return it to the pupil with no other markings and tell him to try to raise his percentage.

II. Stories suggested by pictures help in developing the imagination. The picture must indicate some definite action or sequence of actions and should not involve language beyond the power of the child to express.

III. Longer stories are condensed, the pupils deciding the important points. The class can discuss the relative importance of the facts. This is preparation for outline work.

IV. (a) Outlines of stories are first made out by the teacher with the pupils. No subdivisions are used, as it would be too complex at this stage. (b) The children are later able to make their own outlines after they have acquired the ability to arrange their knowledge.

V. (a) Compositions or topics on various subjects are written from outlines made out by the teacher. This is excellent training in expansion of sentences. (b) When the children have a clear idea in regard to the logical arrangement of the divisions in an outline, they may make out their own, for compositions and topics.

VI. (a) Description work gives opportunity for the use of more "grown-up" expressions. We describe people, pictures and things in detail, taking up the various details in a logical manner. (b) We also write descriptions where we have only a general idea of the person or thing described, as: Describe Miss K—, who visited us last week. Have the class describe a room which they have not often seen.

VII. The paraphrasing of poems is not easy for a deaf child, because of the inverted language. The class reads the verses one at a time and the teacher draws out the meaning which can be written up

in different ways. After the meaning of all the verses is quite clear, the story of the poem as a whole is written.

VIII. A verse can be given for the children to give the mental picture produced. Also this work is interesting. "Tell me what you see in your mind when you read the following:

'Blessings on thee, little man,
Barefoot boy, with cheek of tan!
With thy turned-up pantaloons,
And thy merry whistled tunes;
With thy red lip, redder still
Kissed by strawberries on the hill;
With the sunshine on thy face,
Through thy torn brim's jaunty grace;
From my heart I give thee joy,
I was once a barefoot boy!'"

IX. Here is an exercise in which the children delight. To give the idea, take a child to the slate and have the others watch. Say something to him and write it.

Miss —: "Hello, John, what are you going to do after school?" John replies and writes.

John: "I think we are going to have a basketball game." Then ask more questions, writing each in the same manner, with the answers. As soon as the class gets the idea, have them perform the exercise two and two. It is good practice whereby the child can learn to introduce topics of conversation and to keep the key in his own hand.

X. Letters to the child's family and friends should be made interesting. Try to get away from the stereotyped expressions: Dear Mother, I am well and hope to hear the same from you. Letters to imaginary people in another part of the country draw out the child's originality. They can use their geographical knowledge here. Models are given of simple notes and notes of invitation, with replies declining and accepting.

XI. Attention is paid to conversation, helping the child to form and express his opinions about things he has seen, books he has read or places he has visited. At this stage, the child's mind has been so awakened that he is constantly reaching out for more knowledge. All questions should be honored and answered as far as it is possible.

Questions given for mental development are a good test of one's work, as shown by the ability of the child to think things out for himself. His judgment in selection may be tested by a question like this: Write sentences using three of the following words: efficient, well, happy, manoeuvre, came. Here are examples of other questions for this purpose:

1. Does the sun rise on a rainy day?
2. What vegetable has eyes but cannot see.
3. Why is the flag blowing toward the east?
4. Who is passing by the house?
5. Copy the third word of the second question.
6. Write the answer to the fourth question twice.
7. Write your name in each of three corners of your paper but leave the fourth as it is.
8. Tommy Brooks and Bessie Snooks went out to walk on Sunday.
Said Tommy Brooks to Bessie Snooks:
"Tomorrow will be——?"
9. Suppose you want to go to the capital of this state. To what city would you go?
10. I wrote a letter to a friend in France. What did it cost to mail it?

NOTE: We are indebted to Miss Buell for many of the devices and helpful suggestions in language teaching.

The language work given here has been based on the old outline as used in our school. A new outline now in the making, will divide the work somewhat differently as to the amount covered each year.

NOTICE TO SUBSCRIBERS

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NEW SUPERINTENDENTS OF SCHOOLS FOR THE DEAF

THE fact which strikes one first, in looking over the list of heads of schools for the deaf appointed since January 1, 1921, is that three of the number are women. Until quite recently, the destinies of the state schools had been controlled by the masculine element, but the pendulum seems to be starting in the other direction.

THE VOLTA REVIEW extends congratulations to each newcomer in the following list, with best wishes for a successful régime.

MRS. BELLE C. ARGO

Mrs. Argo, of the Colorado School, scarcely needs an introduction to the profession. The constructive, sympathetic work done by her husband, Dr. William Kavanaugh Argo, during his long term of service at the Kentucky and Colorado Schools, placed him in an enviable position among educators of the deaf, and it is generally felt that his wife's long familiarity with the work renders her fully able to fill the place made vacant by his recent death.

Mrs. Argo has been intimately associated with the deaf for over thirty years. She was trained as an oral teacher in the Kentucky School, taught for some

MRS. H. T. POORE

years, and has, besides, had varied experience as matron, housekeeper, purchasing agent, office assistant and acting superintendent. She was appointed assistant superintendent of the Colorado School in July, 1919, and upon Dr. Argo's death in April, 1921, became superintendent.

MRS. H. T. POORE

The continued ill-health of Mr. Horace E. Walker, of the Tennessee School, occasioned his resignation soon after the close of the last session. The vacancy was filled September 12 by the appointment of Mrs. H. T. Poore, of Knoxville.

Mrs. Poore has had considerable experience in the educational fields. After graduation from high school and the University of Tennessee she took two summer courses at Columbia University, New York. She taught several years, and held, from 1916 to 1921, the position of county superintendent of education for Lewis County, Tennessee. Thus her training as an educator has been extensive, and in addition she comes to the work with a knowledge of the deaf, gained from her two deaf sisters, one of whom is a teacher in the Tennessee School, and the other the wife of a teacher there.

MRS. BELLE C. ARGO

MISS IDA GAARDER

The selection of Miss Ida Gaarder, of the Kendall School faculty, to fill the vacancy occasioned by the resignation of Mr. A. L. Roberts, was announced recently.

Miss Gaarder was born at Kensett, Iowa, and educated in the high school of that city, in the Iowa State Teachers' College and in George Washington University, where she received the degree of Bachelor of Arts. After a year of teaching in a high school in Iowa, she took the normal course at Gallaudet College, and for two years taught the high class in the Kendall School.

O. C. SMITH

Mr. Oscar C. Smith, who was recently appointed managing officer of the Illinois School for the Deaf, began life on a farm. After common school and college training, he taught for ten years, and then took up the study of law. He became a practicing attorney at Benton, Ill., and held there the offices of city attorney, assistant state's attorney, president of School Board, county probation officer, and judge of the City Court, which position he resigned recently to accept the management of the Illinois School for the Deaf.

MISS IDA GAARDER

Mr. Smith served as a volunteer throughout the Spanish-American war, and later in the Philippines. Upon his discharge from that service in 1900, he organized Company F, 4th Illinois National Guard, in Benton, Ill., and served as the captain of that company on the Mexican border in 1916 and 1917. In the early part of the World War he served as captain of the same organization, and was then transferred to the Judge Advocate General's Department, and assigned as Judge Advocate of the 90th Division, with which organization he went overseas, serving as an infantry officer at St. Mihiel and Argonne. After the Armistice, he was the officer in charge of civil affairs of three Kries in Germany. Since his discharge in 1919, he has directed the Home Service of the American Red Cross of Franklin County, Ill. He took up his duties at the Illinois School October 20, 1921.

BURTON WELLS DRIGGS

Mr. B. W. Driggs, who succeeded Mr. W. C. McClure as superintendent of the North Dakota School, is a brother of Superintendent F. M. Driggs, of the Utah School, and of Prof. H. R. Driggs, whose "Live Language Lessons" have been so effective among deaf children as well as among their hearing fellows.

COL. O. C. SMITH

BURTON W. DRIGGS

Mr. B. W. Driggs was trained at Gallaudet College as a teacher of the deaf, and taught for seven years in the California School.

In 1920 he became superintendent of public schools in Sugar City, Idaho, but resigned after a year's work there to accept the superintendency of the North Dakota School.

A. C. MANNING

Mr. A. C. Manning, the newly-elected superintendent of the Western Pennsylvania Institution, needs no introduction to readers of THE VOLTA REVIEW, for he is a member of the Board of Directors of the American Association to Promote the Teaching of Speech to the Deaf.

As a tribute of Mr. Manning's fitness for his new position, we quote from the *Florida School Herald*:

A. C. MANNING

WILLIAM C. McCLURE

It has been formally announced that Mr. Arthur C. Manning has been appointed superintendent of the Western Pennsylvania School near Pittsburgh, to succeed the late Dr. W. M. Burt. We had the good fortune of knowing Mr. Manning personally, when he was a normal student at Gallaudet. No kinder, more thoughtful, more earnest, and more capable man can be found than Mr. Manning, and we know he will make an ideal successor to Dr.

Burt. In fact, Mr. Manning was Dr. Burt's choice as his successor, Dr. Burt having called him to assist him during the last two years of his indisposition. Before coming to that school, Mr. Manning had charge of the U. S. Hospital for the Rehabilitation of Deafened Soldiers, and previous to this he was for a number of years assistant to Dr. Crouter at the Mt. Airy (Philadelphia) School. The deaf children at the Western Pennsylvania School have our congratulations on having such a fine man as Arthur C. Manning for their leader.

WILLIAM C. McCLURE

It is not often that a man is listed two years in succession as a "new superin-

tendent." Mr. W. C. McClure, however, has that honor. In 1920 he went to the North Dakota School as superintendent, but after only a year's work there, he was

recalled to the Missouri School, where he had formerly taught, to take the position made vacant by the resignation of Mr. J. Stuart Morrison.

CALL ME GRANDMOTHER!

BY JOHN A. FERRALL

IT IS occasionally held, I believe, that the outsider is in a better position to judge of the merits of a question than those intimately connected with it. This may account for the compliment paid me now and then by persons who ask me for suggestions regarding the handling of practice classes. I could not very well know any less about a subject than I do about practice classes. Not that such a condition would prevent my offering suggestions or writing! As a matter of fact, I find it much easier to write of matters concerning which I know almost nothing. My imagination works so much more freely where it is not hampered by facts.

Can practice classes be made interesting? I really do not know. But since there are people who actually seem to enjoy mirror practice, I must confess that it would appear that *anything* can be made interesting. I used to attend practice classes, but for me they all had one very serious defect—somebody else did all or most of the talking. I never could get accustomed to that. It didn't seem fair—nor natural! Perhaps if I had been given more opportunity to talk, especially about myself, I would have found the classes more interesting. It is something of a question, however, and if so it would have been the exception to the rule. I usually find anything that I have to do, or am supposed to do, as a duty, uninteresting. I do not understand why that is, but the minute someone tells me that I should do so-and-so, that very minute I begin disliking the thing mentioned, and seeking methods to avoid doing it.

However, by way of making a tentative suggestion: To make a practice class interesting, first catch your class. Then feed it material of a very simple, a very elementary, character. It seems to me that teachers of lip-reading have a tend-

ency to over-rate the intelligence of their pupils. Dr. James J. Walsh has told us that during the late war some two million men were examined for the Army. "Psychologists," he says, "discovered that the average mental age of the recruits was thirteen years. That is to say, that the average man's mind was intellectually developed no more than that of a child."

Conceding that the deaf are twice as smart as the hearing, which is, of course, a very conservative estimate, that would make the average deaf person about twenty-six years old mentally. And most of us who are nearing or have passed forty, realize how very little the twenty-six-year-old person really knows. Why, then, do teachers of lip-reading insist upon giving their practice classes selections from Dante or, say, current works on philosophy and psychology, for their amusement and entertainment?

A further trouble brought about by the use of this intellectual prescription is the fact that it has something of a tendency to develop the mind of the pupil. Teachers should realize that such an intellectual awakening can do nothing but harm to their pupils. No one is left more severely alone by his fellows than is the highly intellectual individual. In fact, he is by the very reason of his intelligence rendered unfit for association with his fellows. How can a person intellectually developed be content in the society of his everyday friends with their thirteen-year-old conversational topics? What a terrible situation! Why aggravate matters by building up the pupil's intelligence? Better by far that he should become again as a little child, if, by any chance, he has ever left that stage.

Of course, one may take up a study or some other form of intellectual activity from other and very proper motives. In

my own case, for example, I have studied French somewhat, simply in order to be able to say "It's me," without bringing down the wrath of the grammarians upon my head. "C'est moi!" is, of course, merely my battle-cry of freedom. This sort of diversion is, I think, justifiable and probably does no damage. But it has no place in the practice class.

But be original as well as elementary. Tell the class the story of *Little Red Riding Hood*. This will be new to the pupils, and very interesting. After you have told it once or twice, you can vary the monotony by altering the story a trifle—making *Little Red Riding Hood* eat the wolf, for example.

What excellent practice a story of this kind offers!

"Oh, grandmother, what big ears you have!"

"Oh, grandmother, what big eyes you have!"

"Oh, grandmother, what large hands you have!"

"Oh, grandmother, what a terrible big mouth you have!"

After a few repetitions of this story, any member of the class will be able to see the word "grandmother" under any and all conditions. And he can go home from class, can this Any Member, and say joyously to his friends: "Call me grandmother—I can see it perfectly!"

If you insist upon educational topics, why not select questions that suggest the answers, thus putting only a slight burden on the minds of your pupils? The following, from *Cartoons*, I think, are merely suggestions:

When was the war of 1812?

From what province of France was Joan of Arc?

Who was the author of Macaulay's *History of England*?

Do you like Scott's Emulsion? Is it better than *Ivanhoe*?

What two countries were engaged in the Spanish-American War?

In what season of the year did Washington spend the winter at Valley Forge?

Tell in a few words what you know about the Swiss Navy.

Teachers would do well to bear in mind that they are competing, let us say, with the movies, in retaining their pupil's

interest. Now, what makes the movies so popular if it is not the fact that the pictures offer a form of entertainment which can be enjoyed without the slightest mental effort? Even if one cannot read, he can still enjoy the pictures, perhaps even more so than can those of us who are able to read the remarks and explanations. At the movies it is only necessary to sit and look on. And I ask teachers of lip-reading: Do you not find often that pupils seem to come to the practice class merely to sit and look on? They resent and recoil from anything that involves mental effort.

So, if you must use educational topics, use something along the lines already suggested, or select questions that have a lighter side. For natural history, this list may be suggestive:

What is the difference between a hen and an eggplant?

Is a plant pistil a revolver?

Do milkweeds grow in pints or quarts?

Is the milkweed related to the cowslip?

What is the Latin name for the wall-flower?

Explain the difference between the wall-flower and the American beauty. And the peach.

What kind of a bark has the dogwood? Is the foot of the oak troubled by corns—or merely acorns?

What is the relationship between the goldenrod and the mint?

The value of such topics lies to a great extent in the fact that they develop the pupil's curiosity and lead him to investigate for himself into the mysteries of nature, finding out why the blackberry is red when it is green, and so on. To be able to tell the birds from the flowers is not only important in itself, but it imparts to one an air of self-confidence, a sort of I know-and-I-know-I-know air that is very compelling. A knowledge of nature spares one many embarrassments. What could be more humiliating, for example, than the ignorance that led a certain young lady, hearing the small cows referred to as "cowlets," to designate calves of the opposite sex as "little bullets"?

There is a very fine old game, suitable for practice classes, which I shall call "Book Reviewing"—because that is its

name. It first appeared, I judge, in the *Ladies' Home Journal*, and if so, no doubt played an important part in the Americanization of Edward Bok.

It can be played by any number of persons, but is more interesting if there are at least two. If there happens to be a large attendance at the practice class, say, three pupils, the conditions are almost ideal.

The teacher gives, or lends, the first pupil a sheet of paper. Preferably this should be plain and not newspaper or wrapping paper. The pupil writes the name of an author at the top of the sheet. A few names are suggested, in case the pupils do not happen to know the names of any authors: John A. Ferrall, William Shakespeare, Beatrice Fairfax, Babe Ruth.

Having written the name of an author, or someone the pupil mistakenly considers an author, the sheet of paper is folded so as to conceal the name, and handed to the second pupil, if there is such. The second pupil, if there is such, writes on the sheet the title of a book. To conceal the ignorance of her pupils, the teacher should have a few books, with titles printed in large letters, placed carelessly about the classroom, where they can easily be seen. This thoughtful action may save considerable embarrassment and make some warm friends—the latter commodity being one which all teachers can use to advantage.

The paper is again folded, concealing the title written, and passed to the third pupil, if there is such. This pupil writes a review or criticism on the sheet. No suggestions are necessary here, since any one, no matter how ignorant, is quite capable of criticizing anything.

This completes the cycle, so to speak, and the paper (if any room is left on it) is passed to other pupils and the process already described is repeated indefinitely, depending on the number of persons present. It is useless to attempt to divide four or seven pupils, for example, into sets of three. In such cases, do not attempt it, but merely permit one pupil to write two entries, merely making sure that he does not know what is already written on the sheet. This is difficult, of course, if only one pupil is present, which

is why I have mentioned elsewhere that the game is more interesting if two pupils are present. If the teacher does not care about expense, a new sheet of paper can be used for each set of questions.

The reading of the sets of entries, by the teacher or members of the class, is what is supposed to provide the amusement and entertainment. Here are two illustrations of what, according to the inventor, actually happened when the game was first tried out:

AUTHOR: Samuel Johnson.

TITLE: *Alice in Wonderland*.

CRITICISM: Never since the days when Homer hawked his *Iliad* through the streets of Greece has any literary work so carried the world by storm. We sincerely doubt if in the ages to come anything will exceed it.

AUTHOR: Rider Haggard.

TITLE: *Dictionary*.

CRITICISM: The tone is weak, the characters impossible, and the plot exceedingly unnatural. There is really hardly a readable page in the whole book.

Probably the explanations and illustrations given will be sufficient to permit a trial of this fine old game, but if not, do the best you can and you will no doubt work out something even better than I have suggested.

For that matter, I could improve the idea myself by selecting THE VOLTA REVIEW as the groundwork of the game; and besides, the magazine needs all the advertising it can get.

Let us take the November, 1921, issue, for example. Instead of having the pupils give general author and book titles, let them select their authors and titles from THE VOLTA REVIEW's table of contents. We might expect to get something like this as a result:

AUTHOR: John D. Wright.

TITLE: "Has Deafness Kept Me Young?"

CRITICISM: This is the best thing Mr. Ferrall has ever written. It is full of wit and wisdom and proves him to be a sedulous reader, with a wonderful memory. This author should go far—unless he wishes to be over-

taken by the police and prosecuted for plagiarism.

AUTHOR: The Friendly Lady.

TITLE: "Consider the Oyster."

CRITICISM: This is the most concise and satisfactory statement of the object and work of the Red Cross that I have seen. It touches the heart of humanity with its infinite pathos and should result in a liberal response to the Fifth Annual Roll Call next November.

Merry and carefree games such as these do much to keep the spirit of youth alive within our hearts—and faces. It

is no breach of confidence to say that I owe much of my youthful appearance to just such agencies. Often I am mistaken for my own son, but as I have no son this causes no irritation or resentment on his part.

Only the other day I met a man I had not seen since 1907. He recognized me instantly. I was much gratified and remarked: "Evidently I haven't changed much in all these years, since you recognized me so quickly."

"Oh, it wasn't that," he explained. "You've changed a great deal. You see, I recognized that suit."

EXTRACTS FROM THE PROCEEDINGS OF THE SECOND ANNUAL MEETING OF THE AMERICAN ASSOCIATION FOR THE HARD OF HEARING

(Continued from the December VOLTA REVIEW)

SECOND DAY—MORNING SESSION

PRESIDENT PHILLIPS: The next paper in this series is entitled, *The Physician's Responsibility to the Deafened*. It will be read by Dr. Harold Hays, of New York.

THE PHYSICIAN'S RESPONSIBILITY TO THE DEAFENED

BY WENDELL C. PHILLIPS, M.D.,
F.A.C.S.

AND

HAROLD M. HAYS, M.D., F.A.C.S.

New York City

The responsibility of the physician to his patient does not end with the medical care. He must be in a position to advise him on many things non-medical, such as the regulation of his social life, the amount of time he spends at his business, the hours that he should devote to play and so on. At times the physician is taken into the family council and asked to give his opinion on things which might more naturally fall to the lot of the clergy. In other words, the psychological care that the physician takes, more often effects a cure than the medical care. The success he gains with his patients depends greatly on the personal element he can throw into the case.

The authors feel that in no set of cases does the personal element count for more than in the case of deafened patients. They prefer to use the word "deafened" rather than "deaf," to differentiate the class of patients who still have a residuum of hearing and are not deaf mutes. Here we are dealing with a class of patients who are peculiarly sensitive and who can be materially benefited only by one who shows a personal interest. These patients do not need medical treatment so much as spiritual stimulation. The physician who is caring for them has always to keep in mind that not only must he improve the hearing, but he must at the same time advise the patient as to the best way to lead his life, the kind of recreation he should have and indicate to him what will help him most to gain that happiness which every human being deserves.

Does the physician's responsibility end with the medical care of his deafened patient? From the foregoing, one can readily see that we do not believe it does. The otologist must consider very carefully every factor that will tend toward the elimination of deafness as well as its relief; and he it is who should be the teacher, who reaches out an advising arm

to the public and shows them how it is possible to ward off this affliction to a great extent. Moreover, he should be in a position to advise the prophylaxis in individual cases in order to stay the disease or at least to outline the most agreeable and satisfactory life for the patient.

For a great many years, the authors (particularly Dr. Phillips) have preached preventative measures, laying especial stress on the necessity of educating mothers on the care of children's ears. Running ears may be of no account when they heal up quickly and no more discharge is seen, but many a case of deafness in later life is due to the neglect of just such an ear. After a discharge has ceased, it has been presumed that the ear is well. In the majority of instances no expert advice has been obtained, and no test of the hearing made, and patients have, thereby, remained partially deaf, who otherwise might have regained hearing.

The prevention of deafness may be divided into three periods:

1. The care of the ears in children.
2. The care of the ears in adolescents.
3. The care of the ears in adults.

1. There is no doubt in our minds that the most of the ear troubles in children are due to improper treatment and neglect of hygiene of the nose and throat. Children with tonsils and adenoids, high arched palate or nasal obstruction, of whatever kind, are more prone to ear disease than children who have not these troubles. We do not mean to say that no infection of the ear, either catarrhal or suppurative, will take place after these troubles are corrected, but experience has shown that there is a direct relationship between periodic or continuous infections of the nose and throat and ear leading to deafness, and the presence of abnormalities in the nose and throat.

In order for one to understand the necessity for prophylaxis in these cases, he must know the intimate relationship of these parts. The middle ear connects directly with the nasopharynx or the back part of the throat through the Eustachian tube. The mucous membrane is continuous so that it can readily be seen that there is no reason why an infection of the

nose or throat should stop there. In fact, in many cases, it does not stop there but insidiously works its way along the Eustachian tube into the ear. The patient may not be aware of this fact and if he is a child, no one may notice it until the child appears to be stupid in his studies and then it is discovered that his hearing is impaired. Infection of the ear practically never arises except from similar infections of the nose and throat.

One may ask how it is possible for us to be sure that we have rid the nose and throat of infections so that the hearing will not be impaired? We cannot be sure in every case but we do know that there are certain pathological conditions present which often can be eliminated so that the minimum of infection is present. In our large ear hospitals experience has shown that the most conservative way to preserve the hearing is firstly to remove such abnormalities as diseased tonsils and adenoids. Once these are out of the way, the air passages remain clean and proper ventilation is given the Eustachian tubes. The tendency to repeated colds is less and the child has a chance to round out his life in good health and thereby increase his powers of resistance.

Every child should have his nose, throat and ears examined at regular intervals, preferably by a specialist who can determine whether the tonsils or adenoids or both should be removed. The opinion of the majority of people at the present time is that the throat specialist is inclined towards radicalism and that too many children are operated upon. But we believe that it is better to have too much of this work done than too little. In other words fewer children will be prone to ear infections if all tonsils and adenoids are removed than if some are left in that might do no harm. There is one word of caution that should be uttered here. Parents are too much inclined to think that an operation of this kind is a minor affair and that any physician is competent to perform it. We feel otherwise about the matter. The modern tonsil operation, when skillfully performed, in proper surroundings is attended by very little risk, but every precaution should be taken.

Another fact should be emphasized at

this time, a fact which we have often mentioned. The size of the tonsil or adenoid is not of as much importance as the amount of disease in them. Furthermore, a small adenoid situated in the region of the orifice of the Eustachian tube may be more of a menace than a large adenoid in the vault of the Pharynx. Again, small buried diseased tonsils which are constantly causing infections of the nose and throat will possibly do more harm to the ears than large tonsils which merely obstruct breathing.

However, one should not consider that tonsils and adenoids are the sole cause of ear troubles in children. There are other things that may need correction. It is needless to go into details here except to say that it is a good rule to follow in children particularly—that anything in the nose or throat which causes repeated infection (colds) or causes obstruction to proper breathing, should receive attention at the earliest possible moment.

Besides attending to the proper prophylaxis of the nose and throat, in order to prevent deafness in later life, one must observe the hearing attention of the child at frequent intervals. Ear troubles in children resolve themselves generally into two definite groups: 1. cases with discharge from the ear; 2. cases with no discharge.

1. As a rule, at least nowadays, when the public appreciates the seriousness of mastoiditis, suppurative conditions of the ear receive proper attention—that is, as long as the suppuration lasts. We shall not dwell upon acute conditions here. But unfortunately it is after the acute condition subsides that the trouble with the hearing commences, or at least whatever trouble there was as a result of the acute condition, is allowed to remain. This is most unfortunate. We cannot advise too strongly that a child's hearing be most thoroughly examined after the acute trouble has subsided and the hearing be brought back as nearly to normal as possible.

There is another aspect of the subject that we feel ought to be discussed at this point, particularly as we have mentioned the subject of mastoiditis. In some cases an ear discharge will be allowed to con-

tinue for weeks and months. The parents and doctors hope that the discharge will cease by itself. Meanwhile, the hearing is manifestly being destroyed. There is no doubt in our minds that in many of these cases the mastoid cells are involved and that the discharge will never cease unless there is a surgical intervention. It is not done to save the life merely, it is done to save the hearing. Of course, one hardly appreciates the importance of this until the hearing of the other ear becomes involved.

Diminution of hearing in children is not readily detected unless the hearing in both ears is impaired. Yet it is important to determine this fact. It is not difficult to find out if the hearing is defective if the parent will only take a little trouble. It would seem advisable to test the child's hearing with a watch at stated intervals. If he does not hear the watch with one ear as well as the other, an otologist's opinion should be sought. A slight cold in the head may be the cause of the trouble or a moderate congestion of the Eustachian tube or the canal filled with wax. A moderate treatment, given with due care, at a time like this may save the child from permanent deafness. In no case is procrastination more the thief of time.

We do not know whether it is within our province to go into the discussion of the various preventive measures which should be taken up by society at large. Perhaps that subject is being discussed elsewhere. However, we must voice our advocacy of the routine examination of all school children by the public health officials. Such examination should be conducted in a most thorough manner by specially trained physicians who can spend all the time that is necessary on the work. We feel that a goodly percentage of school children with defective hearing can be cured. By proper examination, those who are deafened can be placed in separate classes where special methods can be employed for their teaching. Moreover, children in such classes can be more carefully observed, and their treatment and education supervised to the end that they will become more useful citizens.

2. The prevention of deafness during

adolescence resolves itself into the care of the ears by proper prophylaxis. A diminution of hearing may have been started in childhood and been neglected. In such instances, there is still hope of staying the process if the patient goes to a competent specialist. No second rate methods will avail here. We do not know anything which arouses our indignation more than to have a person go to a doctor at a time like this and be told, after one superficial glance at the ear, that there is no need to worry, that whatever hearing is lost will stay lost and that the more treatment that is given, the worse off the patient will be. It is true that some forms of deafness, when far advanced are not benefited by local treatment. We are perfectly willing to have such advice given by a competent aurist, if need be, but only after he has made a careful examination. But, it is our opinion that such examination will in the majority of cases reveal some abnormality or disease of the nose, throat or ear which can be corrected so that there is at least a chance that the hearing will improve.

One of the most common causes of beginning deafness during adolescence is the frequent repetition of colds in the head. The patient has a "stuffy" feeling in the ears which eventually resolves itself into a chronic inflammatory process. There is always some cause for these colds which ought to be prevented if possible. This may be due to some abnormality in the nose or throat, such as a hypertrophy of the turbinates, a deviated septum or diseased tonsils. Tonsils when diseased ought to be removed and all necessary means employed to keep the upper respiratory tract free from disease. In some of these cases there is some indefinite, general ailment which undermines the general physical condition and lessens the resistance. This should be sought for by the competent internist.

Although by no means can one say that deafness is only present in those individuals who are below par in health, yet it is a fact that when the nasal obstruction or disease is present, the patient cannot have the vitality of the person who breathes normally. It has been proved by numerous experiments in animals and by ex-

perience in man, that the mouth breather is in a negative phase of resistance. He cannot ward off disease as readily. Here we encounter a vicious circle: for, as the nasal obstruction lowers the general resistance, so does the lowering of the resistance increase the tendency toward the nasal disease. It is therefore of the utmost importance that the aurist realize this fact and see that the patient goes under the care of some internist who can build up the general body system. One must keep in mind the fact that the nose, throat and ear are not an entity by themselves but dependent on the proper workings of the rest of the system.

The consensus of opinion is that progressive deafness is due to inflammatory process of the Eustachian tubes, resulting in a negative air pressure in the middle ear. We hold to this opinion. But there is a class of cases of deafness where the cause is just the opposite. We refer to those patients in which the tube is too widely opened so that instead of negative air pressure being present in the middle ear cavity, there is a positive pressure which causes an overstretching of the drum. By one of us (Hays) this has been called "pocket-handkerchief" deafness, because if the nose is held too tightly by the handkerchief, when the nose is being blown, an extra pressure is exerted in the naso-pharynx which naturally means that a certain amount of this air is blown into the ears. It is most important that patients be warned against this pernicious habit (for it does become a habit to blow into the ears this way to relieve a feeling of dullness), and be taught to hold only one side of the nose when blowing, or else not to hold the nose at all. This advice applies to children who suffer from repeated infections of the nose and throat. For they are most sure to force too much air through a narrow inflamed tube, resulting in a detention of the drum. The old Valsalva method of inflating the ear should be condemned for this same reason. And it is hardly out of place to say that the improper Politzerization or catheterization of the ears is also, unwise. The authors know certain patients who very positively state that their hearing has become permanently worse after forced inflation of

the ears, particularly where the catheter has been attached to an air-pump of fifty pounds pressure.

The repetition of earaches, even when slight, seldom goes unnoticed today for there is a general scare of mastoiditis. Such earaches should be attended to promptly, not by inflation (until the acute process is over) but by careful elimination of the cause of the trouble which can usually be found in the nose or throat. Then, when the acute process has subsided, the hearing should be carefully tested and brought back to normal. It is the neglect of just such cases which causes a permanent deafness later on in life.

A word of warning will not be amiss here. There is no class of individuals who are so careless about their hearing as the young girls or boys between the ages of fifteen and twenty-five. Of course, they do not realize the seriousness of their condition, mainly because nature has formed us in such a way that we can get along fairly well in our every-day pursuits with nine-tenths of our hearing gone. But there is another factor. The average young person has so many things to occupy his mind that seem more important, that he lets his hearing defect go until he has his attention drawn to it particularly by some pain in the ear or by a distressing tinnitus. As soon as the defect in hearing is noticed, it is time to consult the aurist—not when the trouble has gone on for some months and adhesive processes have formed in the middle ear.

The care of the ears in adults is of equal importance. Here we have to deal, in most instances, with a chronic condition which needs the most skillful and careful attention. It is impossible to state just what class of cases one may benefit but we believe it to be the height of cruelty to send adult deafened patients away, telling them there is no hope, until a most painstaking examination has been made. It is true that many cannot be benefited as far as hearing is concerned, but it is in just these cases that the discriminating physician can do so much to make the patient adjust his life to meet the handicap of his ailment. We shall not dwell upon the medical care neces-

sary at this time, except to say that the possibility of at least arresting the process is by no means hopeless. The physician must also take the time to talk to his patient in an encouraging way. He must make him see how much worse off other people are, particularly those who are suffering from chronic diseases. He must make him feel that life is worth the living, and that the deafened person has a right to demand his share of the general happiness. He must advise him as to the proper kind of work for him to do and lastly—but to our minds of the most importance—he must be made to understand that he is still a social factor to be reckoned with, but that the only way he can make others understand this is not to creep into his shell, but to come out into the open and show that he is a worthwhile individual. We contend that the deafened individual is his own worst enemy. Often he does not give the hearing person a chance to meet him half-way. He is sensitive, often self-centered, very introspective and has worried his nervous system to the extent that he has made himself hopeless, both socially and economically. It is the physician's duty to see that the patient does not get into this condition, or if he is already in it, get out of it. It is surprising to see what can be accomplished by giving the proper advice. We have lately seen a young girl who came to one of us some years ago in a most despondent frame of mind. She had to earn her own living, which would have been impossible if she had kept on thinking in the same way. Proper advice was given her. Her ears were carefully attended to at the same time. She is now earning over a hundred dollars a month in a clerical position and is very happy. The same can be done for others if they will meet us half way.

But the responsibility of the physician does not end here. We feel that he ought to take a definite part in the social and economic uplift of the deafened and their rehabilitation. He should affiliate himself with any movement which will tend to increase his knowledge of this trouble whether such movement be medical or economic or social. The authors feel proud of their long association with the New York League for the Hard of Hear-

ing which has been doing a most remarkable work in spite of many handicaps. In this organization (which no doubt will be fully explained in other papers), they have been able to obtain a proper perspective of their responsibility toward their deafened patients. Here they see the great necessity for social and economic uplift and how it is possible to revitalize the deafened person, if we may use such a term. This organization—of which there are many counterparts throughout the country—has established many clubs in which the hard of hearing can get together, has an excellent employment bureau, a hand-work shop and has co-operated with other organizations which aim toward social uplift. It would have been impossible to continue this work successfully if it were not for the unfailing activity of deafened men and women who have found their salvation in helping others who are similarly afflicted. And this brings up a point that we wish to particularly emphasize. The physician should acquaint himself with any work of this kind that is going on so that he can advise his patients that the proper thing for him to do is to affiliate himself with some such work so that he can forget himself.

During the past year our National Association has been created, worked out on lines already established by the New York League for the Hard of Hearing. Such an organization should have the hearty support of all physicians who are interested in the deaf. We feel it our duty to acquaint other physicians with this work in the hope that the future will show that the only way to help the deafened patient to the maximum, is to know everything that can assist him, medical, social, or economic. Our duty is fulfilled only when we have supplied mental and spiritual medicine so that the deafened patient looks at life from a more optimistic point of view:

PRESIDENT PHILLIPS: The next paper is entitled, *The Organization and Teaching of Lip-Reading in the Public Schools of Lynn*.

THE ORGANIZATION AND TEACHING OF LIP-READING IN THE PUBLIC SCHOOLS OF LYNN

BY CAROLINE F. KIMBALL

At this time when so much interest is being taken in the proper development of the children of our schools, it seems pertinent to set forth the claims of those whose hearing is defective. Hitherto, they have been left to struggle along as best they could, in unequal competition with their hearing classmates, falling behind more and more until they became a burden to their teachers and school was a distasteful and insurmountable problem to them.

They have been deprived of the education rightfully theirs, because there has been no one to give them the needed assistance at the right time. The schools have finished with them, but not so life. They must now take up their work, not only with the handicap of deafness, but with scant education besides, and the likelihood of losing much that they have learned.

Having seen the dull eyes take on an expression of intelligent interest, can you doubt the advisability of giving the hard of hearing children the best at our command? Of course, we all know that lip-reading is not a substitute for hearing, but it is the best help we know of at the present time. Lip-reading and assistance in school work when needed, change the life of a pupil with defective hearing from a morose, discouraged condition to one of intelligent, ambitious interest. I have seen this happen in my work in the schools and feel that it is worth while.

In May, 1918, a trial class in lip-reading was started in the Public Schools of Lynn. As the school year closed the last of June, the time was short to show results, though even in that time some pupils claimed to have received help. When school opened in September the work was continued; and in the winter a demonstration was given before the School Committee. It was decided to adopt the study of lip-reading for the

benefit of pupils having defective hearing.

A canvass was made of all the schools in the city to ascertain what pupils would benefit by this study. The names of over sixty pupils were received. From this number were selected those to whom it was believed the study would prove helpful. After many delays, classes were finally organized with about fifty pupils. The classes were held in five school buildings in different parts of the city where the children could most conveniently be assembled, pupils from other schools attending the classes in the building nearest them. In this way all the pupils needing the work could be reached.

Pupils from any grade are accepted and grouped according to their grades as far as possible. In some cases, individual work, at least part of the time, has been found profitable. The classes are arranged so that each pupil has two half-hour periods weekly, while a few are given as much more time as can be arranged for. By this arrangement the last named pupils remain with me sometimes for a whole session and sometimes for a half-session. During this time they have practise in lip-reading and assistance in their work.

The Müller-Walle Method which is used seems to be admirably adapted to the teaching of children, because of its use of phonetic work with which they become familiar in learning to read. In this method there is considerable attention given to the position and movements of the different sounds. This is helpful also in correcting the faulty speech which is met in some cases. In the study of lip-reading the pupil must acquire the habit of observation and concentration in order that his eyes may assist his hearing. This is a valuable training for children.

Some pupils have been thought to have defective minds, when after the proper examination and observation they were found only to have defective hearing. One pupil, when she began taking lessons, talked hardly at all, and when she wished to communicate with others, used a few almost unintelligible disconnected words to express herself. She could write nicely, but she could not compose and write a sentence. She had advanced

as far as the fourth grade in school where she would have to leave school if it had not been for the study of lip-reading, which she began at that time. Because of this help she has been permitted to keep on with her class. She is interested in her school work and ambitious to advance. She is able to express herself in an intelligent manner. She talks much better and much more. The members of her family testify to her wonderful improvement. She looks and acts like a different girl. A short time ago, when her regular teacher was absent, the substitute teacher told me she did not know the girl was deaf. She responded promptly when called upon to read a short selection and answered the questions addressed to her. In fact, she did better than some of the pupils who were not handicapped as she was.

At one time she was present when a lady whom she had met for the first time, was describing a moving picture play which she had also seen. Being unable to see the lady's face as she talked, the girl changed her seat where she could watch her lips. As she followed the description her face lighted up with understanding and pleasure and she recognized the play which was being described. This she afterward talked over with the lady, thus showing her complete understanding of the description and of the play. The improvement in this child since taking the lessons is eloquent testimony to the value of lip-reading.

Another child, younger than the former, would not look at the person speaking until after taking the lessons in lip-reading. Now she watches intently when talking with anyone and it is evident that she reads the lips. Her teacher told me that she thought she would try her to see how much she really depended upon reading the lips; so one day when the child was some distance from her in the school room and was not looking at her, she spoke to her in an ordinary tone and kept calling her in a louder tone each time until, finally, when she spoke quite loudly, the child looked up to see if any one were speaking to her, and then only by watching her teacher's lips did she understand what she said.

A little girl whose hearing was only

slightly defective, but who said that she sometimes had difficulty in hearing what her teacher said, learned from the lessons in lip-reading to watch her teacher's lips so that the teacher in whose room she sat said that the child's eyes were fastened on her face all the time that she was talking to her and it was not noticeable that the child had any difficulty in hearing.

Other children testified that their people at home said that they were hearing better, but the children themselves said that it was only because they understood more quickly because of reading the lips.

One little girl said "My mother says she doesn't have to speak so loudly to me since I have been taking lessons in lip-reading."

In one instance a special teacher noticed a boy who was not following her directions. When she found it was because he did not hear what she said, she suggested that he take the lessons in lip-reading. Accordingly he began the work, and showed in a short time that he was being benefited.

Last year, a boy was struggling along in school, discouraged because he was behind in his class and could not hear well; this year he is trying harder and doing much better work, aided by the lessons in lip-reading and some assistance in his other studies.

There are those with slightly defective hearing who find that the training of lip-reading enables them to grasp what they have been losing. There are others whose handicap is greater. These need assistance in their studies as well as the lip-reading lessons.

Many of the pupils are pleased with the ability to understand what is said in the moving pictures. One boy told me that not only could he read the lips in the moving pictures, but his mother would read long lists of sentences to him and he could repeat nearly all of them.

These are some of the results so far; but as the work goes on, I feel sure that the benefits will be more widely extended and more generally appreciated.

PRESIDENT PHILLIPS: The last paper of this series for the afternoon is entitled,

The Examination and Care of Hard of Hearing Children, By Dr. Franklin W. Bock. I hardly need to introduce Dr. Franklin Bock, who, we all know, has done such wonderful work in the public schools of Rochester, and he has been doing it alone without very much encouragement. It is a great privilege to have Dr. Bock here to read this paper relating his experiences in this work.

THE EXAMINATION AND CARE OF HARD OF HEARING SCHOOL CHILDREN

By F. W. BOCK, M.D.

This is a little story of the work we are trying to do in the ear, nose and throat clinic of Rochester school No. 18. This clinic is unique in several particulars. It is, we understand, the first clinic of its kind in the country and yet, after years of effort for the children of one of the most congested sections, it is still without literal official sanction or support.

This is not said with any spirit of pique. It is only to show those of you, who in the near future, as a result of this meeting may desire to inaugurate similar work, that the average city administration moves very slowly when child welfare is under consideration. You must be prepared not only for non-support but even for opposition.

The work has had the sincere support and co-operation of the principals, teachers, nurses, mothers and children of the schools who have come under its influence. It is to this support that we owe our success.

The writer believes that every child of pre-school age is entitled to adequate medical service to keep him well and to remedy, as far as is humanly possible, all his physical infirmities at the expense of the community, just as we now give them educational service.

For this reason when this clinic was started over thirteen years ago, in spite of protests, absolutely no limitations were put upon our service. Any child who needed our services got them to the full extent of our ability, and moreover we persistently tapped every source of ability which we believed would benefit the

needy child. I use the word "persistently" because we are not always able at first trial to enlist the sympathy and service of the needed ability and so it has taken persistence and often aggravated persistence to get what the child needed and what we believed was the child's right at the hands of the community.

Again this clinic has very definitely from the beginning been carried on from the standpoint of constructive preventive medicine. We have insisted upon taking the time to instruct principals, teachers, mothers, children and, whenever we got the chance, doctors, too, in the best methods we knew of preventing ear, nose and throat troubles.

Rochester has a very fair system of medical school inspection but when this clinic was started, as even now, very few children got a thorough going over. We are, however, getting nearer the ideal every year. The first cases we got, or rather the ones they would allow us to touch, were children whom anyone could pick out as needing medical service of some kind; children who were backward and those from special and sub-normal classes. It was very obvious that it would be impossible to do much for these poor unfortunates by remedying one physical defect when any one of the four or five that most of them had was enough to cause all of their social or mental depression. We felt that we must know in some measure the causative relations which these various defects had to the one we were trying to remedy, therefore we made hundreds of general physical examinations, the findings of which very obviously emphasized the need of a constructive, all inclusive, medical service for our children; and my friends, if you will divest yourselves of every hampering prejudice, you will very easily and logically come to the same conclusion; for you know that our greatest hope of ever solving the problem of the hard of hearing child is in the line of prevention, and only through a well organized and finely co-ordinated system of school medicine may we ever hope to put "prevention" in its proper place in our practise.

We haven't this much-to-be-desired service yet, but I believe it is coming, for

when people who *need* something finally decide that they *want* that something, they usually find the best way to get it. The mothers of this country need preventive medicine for their children and they are rapidly learning that they *want* it and how to get it in the best way. Moreover the time finally comes to individuals and to communities when what *ought* to be done *must* be done.

There is no doubt that we ought to have preventive medicine for children and it seems to me that the time has come when we must have it.

For some years we have been so busy caring for the difficulties that come within our limited sphere that these general examinations have not been made except in very special cases. We deprecate this very much for without very sincere co-operation between all branches of medicine we are bound to do more or less patch work, and we hate patch work. We are doing a good deal of it from necessity but not from inclination.

While we treat every ear, nose and throat difficulty that we find, we have for some time become better known for our efforts for the hard of hearing children who come under our notice.

The first cases we got were old pus cases, and our aim is to clean them up as rapidly as possible, and to this end we get the school nurse and mother and child together and instruct them in the best care of the case, for it is practically impossible to accomplish satisfactory results without their intelligent co-operation.

Cleanliness and more cleanliness are the rules laid down in pus cases and our results in a large measure bear a direct relation to the spirit and intelligence with which these rules are carried out.

We use Dakin's solution almost exclusively, and are getting better results than with any other treatment. We furnish this to the mother and instruct her in its use. We see the pus cases at the clinic twice a week and check up the home treatment. When the mother seems unable to carry out the home treatment properly, the nurse does it at school; the only difficulty in this regard being that the average school nurse has so much to do that she hasn't time to attend to all

the detail work of this kind that may be necessary. For instance, in our school where physical defects are almost epidemic, we have nearly two thousand children with one nurse to attend to all the emergency calls that come during the school hours, make all the calls on the sick in their homes and attend to the detail work of this clinic with a few other jobs thrown in. We could keep four busy, but we have been abundantly blessed in the ones who from time to time have been detailed to our service. They very rapidly become possessed of a sacrificial spirit of service when a hard of hearing child comes within their sphere of influence, for they are continually working far beyond their physical endurance in their interests.

Of course when a child comes to us we make a special examination of the whole head and advise the removal of tonsils or adenoids or other surgical or medical procedures as may be necessary or advisable.

It may be interesting to know that thirteen years ago this clinic first suggested as a *preventive measure* the wholesale removal of adenoids and tonsils as recently carried out by the Allied Hospital Clinic in which ten thousand cases were done in about a year.

These operations were done for "enlarged tonsils" without regard to whether the child had had ear trouble or any other trouble so that of necessity many hundreds of children were operated upon who had never had ear troubles as well as many hundreds who have had ear troubles, so that it will be interesting to watch the effect this procedure is to have upon our problems. It will take a long period of close observation to determine this, but after twenty years of service in which the writer has done many hundreds of cases he believes that the end result in the prevention of new deafness cases and the slowing up of old cases is sure to be gratifying.

I believe, however, in our operative work we should be very careful not to allow post-operative pus cases to develop. The surgeon should never be too busy to watch his cases very closely until all operative inflammation has subsided. In this allied clinic too many cases de-

veloped and resulted disastrously, because no follow-up system was organized, with adequate early and careful treatment when danger symptoms appeared.

Ten years ago at our suggestion our Municipal Hospital for infectious diseases instituted daily examinations of the ears of all their cases, and the result is a very marked decrease in the severity of ear infections and because of early preventive and operative treatment the resulting damage has been less.

This matter of the frequent examination of ears of children with infectious diseases and common colds and in fact any obscure illness, I believe we should throw out as a tremendous challenge to the general practitioners, for the prevention of ear troubles is largely in their hands, for to them comes most often the opportunity of instituting preventive and operative treatment when they are most likely to result satisfactorily.

When a child comes to us with earache we take particular pains to instruct the teacher, the child, and the parents as to the early symptoms of inflammation and urge upon them the desirability of early exact knowledge of the conditions existing in the ear and we urge them to come at once to the school nurse at the least show of trouble. It is a great deal better to look and not find trouble, than not to look and later have a pus ear on your hands.

The result of this plan of education is this. When we first started this we almost never had a child with earache. Earache to the average mother is "only EARACHE," an inevitable accompaniment of childhood to be treated with anything from hot onions to hot grease. BUT WE GOT THE RESULTING PUS, and were continually opening ears to save a rupture. Now, we are getting earache, and more and more often we are getting the cases early. During the past winter we have had to open but one ear and of the dozens of earaches not one has gone to pus. We do of course discover old pus cases in pupils new to the school, and we do get new pus cases, but we are getting them earlier. The teachers are continually on the watch for them.

Of the 50 pus cases now under observation, 29 are temporarily healed, 14 old

cases over two years old, and the balance are recent cases.

We have many cases brought to us by older children who will discover a child with a running ear or will come with the information that "Ikey says his ear hurts."

Recently a very imperative mastoid case was sent to us by one of our older boys who saw the child in the home of an illiterate foreigner, and because of what he had seen in our clinic he told the father he had better take the child to someone who knew something about ears. Following scarlet fever, this case had been allowed to go from bad to worse, and when the man's money was all gone the physician had stopped coming. Now this boy saw the father trying to clean up the ear and because he knew how we do it in the clinic he knew that it was not being done right, hence his advice.

Perhaps many of you would not approve of the way we carry on our clinic. It is not an exclusive place, but is a continuous demonstration of easy methods of caring for ear and nose and throat cases; we allow the waiting children to watch us when we are making examinations and giving treatments. This shows new and perhaps timid children that there is little to be afraid of and all the time they are absorbing a lot of useful information about prevention.

Of course we examine the teeth of all our patients and insist upon having them put into as clean condition as possible. It is impossible to properly practice prevention or cure of ear troubles without including the teeth in your treatment. For years we have advocated the full-time dental clinic in the school building as the only logical way of effectively handling the dental problem of the school children, and we are not in sympathy with the extravagant and wasteful plan adopted by the Rochester Dental Dispensary. Nevertheless we do not allow our personal prejudice to interfere with the welfare of the child, for we send hundreds of cases to the Dispensary from our clinic every year.

We spend a good deal of time teaching our children how to keep their noses clean and how to blow them without menacing their ears. With our younger

children a handkerchief is about as rare as hens' teeth and when one is brought forth it resembles a stove rag more than anything else. We have developed to meet this deficiency a paper handkerchief unit which is composed of an "onliwon" toilet cabinet with a waste paper receptacle beneath, all attached to a frame to be hung on the wall. To each is attached a very fetching picture of a boy blowing his nose. Even the little kids are learning that a dry, clean nose is a much more comfortable adjunct, and are greatly pleased with these units.

In testing the hearing we use almost exclusively the watch, tuning fork, spoken and whispered voice. After many trials I doubt if more elaborate machinery or tests are practicable or necessary.

While cases are under treatment frequent tests are made and even when not under treatment we try to make more or less frequent record tests of all hard of hearing cases. There is a great variation in the test results in these beginning cases in children. One day a child will hear pretty well and the next very badly so that frequent tests should be made to get a better understanding of the real conditions and check up the results and treatment.

Our operative cases and hard of hearing cases are given treatment for the purpose of putting the pharynx into as healthy condition as possible. Frequently children who will not stand for more severe treatment will submit to this with the resulting improvement in hearing, so we feel that the time it takes is worth while.

We have used vaccines in a few cases of persistent sensitiveness to infection with rather satisfactory results.

We have used the catheter in a good many cases. It is not an easy operation with children from eight to fifteen, but if one has patience to spare it often brings results which do not come in any simpler way. Of course the results vary, and only once in a while are they seemingly striking, but there seem to be too many cases which will not keep up unless the tubes are opened once in a while. Later on I hope to try direct treatment of the tubes to see if we can make more rapid

and lasting improvement. We are careful not to leave the impression that we are experimenting with the children, but we are anxious and willing to try out anything and everything that promises to slow up or stop progress of deafness and improve the hearing.

We are situated in a very thickly populated district which is constantly changing and because there is no other clinic we treat hundreds of cases, get them nearly well and off they go to some other section where nothing is done for them and back they go to their old condition. However, as far as possible we classify our cases and endeavor to keep tab especially on the pus cases and the hard of hearing ones. We spend two or three hours twice a week in the clinic and have through the year a number of special days at schools where there is no clinic for the purpose of advising with parents of the hard of hearing children and those with discharging ears. We give about eighteen hundred treatments a year and every day make from three to ten new examinations, many of which fortunately only need some good advice. At the present time we have about one hundred and twenty-five children on out treatment and follow up the list. We see about forty of these each clinic day.

For those of you who do not treat children very often, may I say that it is a great satisfaction to see how they submit to uncomfortable treatments when they know what is going to happen and just what you are trying to do for them? One girl of ten whom I have catheterized frequently, hates the operation but has told the nurse that she would come every day if it would get her ahead faster and make the improvement last longer.

After years of asking, five years ago the school board put a half-time lip-reading teacher in the school to look after the children we were treating in this clinic; last year we had an additional part-time teacher; and next year we are to have two or three more part-time teachers and one full time teacher. Our minimum ideal is at least one teacher in each school who is competent to keep up the lip-reading practice for the hard of hearing children in that school. Personally my maximum ideal is to have every teacher competent to

keep the practice work for the children in her grade. Under a comprehensive organization like this there would of course be a number of expert supervisors who would check up the character of the practice work being given and to teach new cases.

Lip-reading is one of the most interesting and effective methods of developing concentration and would, I believe, add to the efficiency of our teaching methods. We believe our lip-reading idea is sound for this reason, there are hundreds of children who have lost irreparably the hearing in one ear; the hearing in the other may be pretty good or at least useful, but from examination it is quite evident that conditions have been laid down there which sooner or later are quite certain to result in the beginning of progressive trouble; also in forty-eight hours at some time and especially when they go from under close medical observation, they may lose through acute inflammation, the hearing of the good ear. Is it not wise therefore, to fortify these children against the day when ability to read lips may be of tremendous economic and social value to them, and especially when it can be given them so easily and at the same time add much to their mental impressionability.

Miss Howe, our lip-reading teacher, as far as possible classifies her cases, giving to those children in immediate desperate need a large amount of time and to others a proportionally smaller time.

With more teachers this system can be followed to better advantage. Miss Howe has discharged 30 children from her classes as good lip-readers needing no more instruction. She, however, keeps track of them through their teachers.

23 have left school after having a good start in lip-reading.

22 are making good progress now.

8 have been dismissed because of improvement in hearing following operations and treatment.

8 have been dismissed because of mental handicaps and indifference.

She has now 32 pupils from fourteen schools in three lip-reading centers. These are all imperative cases. 10 im-

perative cases have lately been added to the waiting list.

We have 52 public schools with a registration of 38,000 pupils. We have 25 or 26 parochial schools with a registration of about 14,000.

Out of all these only 14 schools are being touched at all and these only in the imperative cases.

In closing may I say that we recognize the difficulties in the way of treating the hard of hearing children? With our present knowledge it is very evident that sooner or later hundreds of them will get worse in spite of the best we can do for them, therefore is it not worth while to keep open the channels of conduction as long as possible for them, or at least until we can give them an educational equipment which will in some measure minimize their handicap when it comes?

One boy we took out of a class ten years ago, where he was waiting transfer to Rome, apparently stone deaf. After days of work we finally unstopped his ears temporarily; we carried him through the grades; five years ago we equipped him with lip-reading and now he is in a vocational class learning a trade and he is going to be self-supporting instead of being an inmate of a feeble-minded institute.

The results, we believe, are a fair compensation for the years of patience we used in his guidance and care.

Some folks think the things we are doing in this clinic are quite wonderful, when in fact, they are quite commonplace, not at all brilliant and a very small drop in the bucket of a tremendous problem. If, however, what we are doing shall in any measure point the way and hasten the coming of a better day, we shall feel adequately compensated.

SUMMARY OF DISCUSSION

Colonel Charles W. Richardson, of Washington, in discussing the above papers, spoke of how his interest in the cause of the deaf had been quickened by his association with the Division of Reconstruction of the Army, where he was in charge of the Section of Defects of Hearing and Speech.

He emphasized the importance of such work as Dr. Bock's in arousing interest

in a class of public school children who have been long neglected, and called attention to the tremendous amount of service to be done for children congenitally, as well as adventitiously, deaf. Dr. Richardson is chairman of a committee of the American Medical Association which is seeking to establish better educational conditions for all classes of deaf children throughout the United States.

Dr. T. H. Halstead, of Syracuse, N. Y., expressed his pleasure at now being able to encourage his patients whose hearing could not be improved, by telling them of the existence of such an organization as the American Association for the Hard of Hearing. He hoped that the time would soon come when the knowledge of the needs of the hard of hearing would be so widespread that all school authorities would see the need of grading pupils with impaired hearing and teaching them lip-reading before they had come to the necessity of depending solely upon it. He wished that all otologists might have the inspiration of attending the meetings of the American Association for the Hard of Hearing, and seeing what good it was bound to bring about.

Miss Mabel Ellery Adams, Principal of the Horace Mann School for the Deaf, Boston, Mass., told of that school and invited the members of the American Association for the Hard of Hearing to visit it. She spoke of the desirability of giving the hard of hearing child lip-reading lessons, and keeping him in public school, but emphasized the fact that his use of language, too, was affected by his deafness, and that very especial attention should be given to this. He should be seated so that he could see the lips of every child in the class, as well as of the teacher.

(Proceedings to be continued.)

WILLETTA HUGGINS

"An Amazing Blind Girl" is the title of an article in the *Ladies' Home Journal* for November. The author, Forrest Crissey, gives an account of an interview with Willetta Huggins, a deaf-blind girl who is a student at the School for the Blind, Janesville, Wis.

"Amazing" is the correct word to apply to the article, and we are told that efforts are being made by educators of the deaf to find out more about the girl, and to study the possible application to others of her means of understanding speech.

"Some liken their love to the beautiful rose,
 And some to the violet; sweet in the shade;
 But the Flower Queen dies when the summer
 day goes,
 And the blue eye shuts when the spring blossoms
 fade!
 So we'll choose for our emblem a sturdier
 thing,
 We will go to the mountain and worship its
 tree;
 With a health to the Cedar—the Evergreen
 King—
 Like that Evergreen so may our friendship
 be."—*Eliza Cook.*

DEAR FRIENDS:

We are on the threshold of the new year. The past with all its glories and mistakes is now behind. Before us lies the future with its mysteries concealed. I am so glad that we do not know just what will come to us. If our days are "marked for sorrow" we will be given strength to bear it. If they are to be full of joys we will be given the happiness that surprises bring. So much is put within our hands! So many priceless gifts are hidden beneath such somber wrappings. At Christmas-time I was once given a beautiful ring with a sparkling ruby stone. It was in a small and dainty white box, and then wrapped again and again in tissue paper, boxes, brown paper and what not, so that it was a bulky, clumsy package, when it was placed upon my lap. Perhaps the priceless gem of your life is still beneath the darker coverings of despair, discouragement, self-pity, restlessness, rebellion. Search for it! Remove these wrappings and you will be thrilled with anticipation and excitement as you approach the end, and when you find the "perfect pearl," your heart will be full to overflowing!

What thoughts does the new year bring to you?

If you see only an endless stretch of desert before you and are oppressed with the thought that you must traverse it alone—pray. "More things are wrought by prayer than this world dreams of."

If you are chafing with rebellion and your heart burns in anger within you because your deafness has taken away your work, your friends, your pleasures, pray. "He that ruleth his spirit is greater than he that taketh a city."

If you have found peace of heart and are busy and happy in your home, your vocation, your friends—pray. Repeat the words of this evening prayer of Robert Louis Stevenson:

Be with our friends. Be with ourselves. Go with each of us to rest. If any awake, temper to them the dark hours of watching; and when the day returns to us call us up with morning faces and with morning hearts—eager to labour—eager to be happy, if happiness shall be our portion—and if the day be marked for sorrow—strong to endure it.

I speak about prayer and religion, not because I feel the right to show you the way, but because I have seen what it can do for people. Deafened people sometimes forego church and all religious associations because of their inability to hear. It is like taking a light out of a room and leaving it dark. They are frightened by the shapes they see—and they are unutterably lonely. Deafened people who "walk with God the sweet untrodden ways" have radiant faces. They have found the magic words "Open, Sesame," and they are spellbound at the treasures that lie before them. Such people are hard workers, faithful and

true, they are the *real friends* whom you may trust.

A year ago I asked some pointed questions on religion, and all these twelve months I have been receiving the answers. I believe that these inquiries, which were made so splendidly by one of the friends of the Corner, have been turned over many times in the minds of the readers, and that there has been much questioning of their hearts.

Listen to this:

A while ago you were on the subject of churchgoing for those who didn't get a word of the service and I do have an idea or so about that. I am only slightly hard of hearing but unless I sit directly in front of the preacher I seldom get much of the sermon.

Time was when I was too sensitive (?) (foolish) to seek the front pew. I have since climbed that hill. Even if I don't hear the sermon I enjoy being among the worshippers, and the fact consoles me that many that "have ears" don't hear. Many times I have asked people, "What was the sermon about?" and with only three exceptions they have never told me more than one sentence, and so I decided I got as much as they did.

This summer I visited a friend and when we started for church she wanted to know if I wished to sit in the front seat where the acousticons were. I said, "No," for we were very late, but Fate was kind and all seats were filled but the front one. I used the acousticon and found it a comfort, as I didn't need to strain my eyes to read the preacher's lips.

This is from another friend:

The discussion about church services interested me. I have always kept up going to church partly because my father was a clergyman and I have the habit. The ritualistic service does of course help. I find both high and low church have their different advantages. The speech is often plainer in the "low" churches. There is a clergyman here who is simply a delight to lip-readers. He is very charming and earnest and unselfconscious. It is a pleasure and a rest just to watch him, even if I don't understand. But I can always follow enough of the sermon to enjoy it. He somehow makes me "do better than I can" (I wish devoutly I had that kind of personality!) I wonder if you'd be interested in what I did last Sunday? I went down to the R. C. Cathedral as it was growing dark and watched the gradual fading of the beautiful Eastern window that came from France some time ago. It was finally very dark, and the worshippers kept slipping in quietly, and the window seemed to show more plainly, as it grew dark, the freedom and sure touch of exquisite work. The rhythm, balance, harmony, feeling were equal to any music that I cannot hear now—or to any sermon I ever heard.

One of my pupils would say, "Yes, but that wasn't religion." I don't know, but the losing oneself in admiration of perfect work seems to me a form of worship. I find a great deal of recreation through the sense of sight. Sometimes I deliberately hunt for beautiful pictures, out-of-doors, anywhere. I found a new one in the cathedral Sunday, the central part of the glowing window framed by dark pillars of some of the pointed carving of the reredos. I find that art makes sometimes almost a keener appeal than nature, because being done by human beings, it impels me to go and do likewise. Niagara Falls is wonderful, but not a bit personal. The beautiful window says, "You can do beautiful and reverent work, too, if you will." I think I'll add Rupert Brooke's sonnet which comes to my mind in this connection because of our need of quietude.

THE BUSY HEART

"Now that we've done our worst and best and parted,
I would fill my mind with thoughts that do not rend,
(O Heart! I do not dare go empty-hearted.)
I'll think of Love in books, Love without end;
Women with child content; and old men sleeping;
And wet strong ploughlands, scarred for certain grain;
And babes that weep, and so forget their weeping,
And the young heavens, forgetful after rain;
And evening hush, broken by homing wings.
And Song's nobility, and Wisdom holy
That live, we dead. I would think of a thousand things,
Lovely and durable, and taste them slowly,
One after one, like tasting a sweet food.
I have need to busy my heart with quietude."

This same friend, who has written us the lovely letter above was quite scornful of the Friendly Corner at first. This is what she says of it:

I am very much ashamed that I have been of no help to you all the year. I *was* busy. Then, too, I was a bit scornful at first. The idea of picking out a special corner to be friendly in didn't quite please me. The whole magazine seems a friendly corner to me. And I somehow thought till recently that you were a "hearing person" trying to do us good—at least there was a suggestion of that idea. You asked about the value of lip-reading, i. e., as if you hadn't any ideas of your own about it. But Miss Timberlake can bear witness that I wrote her, praising your page several months ago. I'm quite converted, and I want you to go on very much.

I am very glad we have her on our side, aren't you?

I am sure you all realize that this is your page as well as mine. I am going to suggest that you follow out the line of

thought that I have introduced today. Have you ever been unhappy, apathetic, morose, discouraged, because of your deafness and *overcome* it? If so, please write me about it. Have you been rebellious and chafing against your restrictions, bitter and unreconciled to the turn of events, and *conquered* yourself? If so, write and tell me how you did it. Think of the inspiration it may be to others!

Have you always been as friendly as you could be?

This letter made me feel quite sad:

Speaking of friendliness: The mother of one of our members lives in the south, but she spends ever summer in — with her daughter. She is very, very hard of hearing and in spite of her blessings in a material way, leads an isolated life socially. She does not read the lips and because of impaired sight probably never will, but she has the best hearing device that money can buy. Her enjoyment of our activities, last summer—card parties, picnics, boat rides—all of the things that human beings crave—was so genuine and inspiring that I "obeyed that impulse" last fall on her return home and, because there was no League in her city, wrote to the teacher of lip-reading whose address I found in *THE VOLTA REVIEW*. Just to promote friendliness. I never received a reply. This spring our friend came north again, arriving the day of our regular card party. She had traveled for two days, and we thought she might be too tired to come, but she appeared beaming, with the pathetic remark: "This is the first chance I've had to play cards since I left last fall." She had never heard from the teacher or any other deafened person in town. Methinks I hear the conservatives say, "It isn't the province of the teacher to promote card games." We were speaking of *friendliness*—?

The Correspondence Club is full of cheer and friendliness. Have you joined it, so that you might receive or give this precious spirit?

In closing I will quote a poem that may be familiar to you, but which has a message which can bear repeating. Why not cut it out and put it in your mirror for a daily reminder?

THE LAND OF BEGINNING AGAIN

I wish that there were some wonderful place
Called the Land of Beginning Again;
Where all our mistakes and all our heartaches
And all of our poor selfish griefs
Could be dropped like a shabby old coat.
At the door, and never be put on again.

We should find all the things we intended to
do,

But forgot—or remembered too late;
Little praises unspoken, little promises broken,
And all of the thousand and one little duties
Neglected, that might have perfected
The day for one less fortunate.

It wouldn't be possible not to be kind
In the Land of Beginning Again.
And the ones we misjudged and the ones that
we grudged
Their moment of victory here
Would find in the grasp of our loving hand-
clasp
More than penitent lips could express.

So I wish that there were some wonderful
place
Called the Land of Beginning Again;
Where all our mistakes and all our heartaches
And all of our poor selfish griefs
Could be dropped like a shabby old coat
At the door, and never be put on again.

Let the New Year be your Land of
Beginning Again!

Yours, for a new start in life,

THE FRIENDLY LADY.

All letters addressed to The Friendly
Lady, 1601 35th St. N. W., Washington,
D. C., will receive a personal reply.
Please enclose a stamped, self-addressed
envelope.

DEAF PUPILS WIN CONTEST

A recent issue of the *Detroit News* published a photograph of Miss Gertrude Van Adestine and her class of deaf children in the Goldberg school of that city. This class (some of the older pupils in the school for the deaf) won a spelling match promoted by the *News*, with a big dictionary as the prize. The contest was open to all school children of the city, and the deaf children challenged the hearing children in a nearby seventh grade to a series of "bees." We quote the rest from the *News*:

"Scorn was mingled with their amazement at what they tended to consider unparalleled cheek. They accepted the challenge, and went into battle with an airy confidence that underwent a sudden and dismayed change. The deaf children, with eyes like stars for brightness and keen as eagles for every movement of the teacher's lips, asked no consideration from the rules. They accepted them as they lay, and took the words from the lips of the instructor who gave them out, as fast as they fell. The normal children stopped smiling, and settled down to a real fight. At the end of the contest the normal children had won, but by a narrow margin.

"The next meeting, held this week, was prepared for in earnest by the normal little ones, but even preparation couldn't keep defeat away, and with prancing steps and smiling faces the handicapped went back to their rooms the winners."

SEVENTEEN AND MORE

BY SAUL N. KESSLER

SEVENTEEN sat in the darkest shadow of the veranda. Wounded creatures creep away and hide, and Seventeen was no exception. She sat staring at the horizon, through tear-blurred eyes, the incarnation of unhappiness.

At seventeen one finds it hard to give up playthings and illusions of childhood; makes oneself ridiculous by pretensions at maturity and worldliness, and when there are no more illusions to be dispelled, becomes sometimes the greatest of cynics.

Seventeen had been a goddess unto herself. If she had thought of others at all, it was in connection with what they could give her or do for her. Parties were given so that she might show her pretty frocks. The frocks were made that she might do justice to them, and the reason other people and animals were tolerated in her thoughts, was their potential power of catering to her whims and wishes.

Of pain, she was only vaguely conscious, gauging it by the pin pricks and petty cuts of childhood. At least, all of it was something that she read of as experienced by others. Of mental pain she was even less aware.

She sympathized with the blind man she occasionally saw, and vaguely wondered what it felt like to be blind. She shut her eyes for a minute and opened them hurriedly, drinking in the beauties of the landscape—and thought of something more pleasant.

The blind, the deaf and the lame were to her a world apart, strange creatures like the bearded lady or the three-legged man at the circus. Of course misfortune could never happen to her!

That was six months ago. Or was it six years?

Spring had seen her full of the zest of life, pursuing the miraged image of happiness. In the midst of her laughter she had gone to bed with a fever. For hours she had been delirious, and when the dim shadows that were her parents and the doctor took form in the bewildered eyes, she realized that their lips were moving.

They were speaking to her. But their voices, why didn't she hear their voices? A terrible, heart-sickening thought entered her mind, only to be cast aside. And straining to raise her weakened body so as to hear better, she sank back on the pillow audibly expressing her thoughts, "Am I really deaf? It is so quiet, so quiet!" and she relapsed into merciful unconsciousness.

It was autumn now, and the foreboding chill of winter was in the air and in Seventeen's heart.

"Hopelessly deaf!" Hopeless so far as a cure was concerned, that was the strait-jacket that bound Seventeen body and soul. In the short period of six months Seventeen had aged visibly and the Seventeen of yesterday, with her care-free, spontaneous gaiety was but a pleasant memory to sigh and weep over, as for one who is lost forever.

Her parents had squandered a fortune on doctors and quacks, "cures" that raised false hopes only to dash them to earth, patent medicines that earn dividends for their producers from the gullibility of the eternally hopeful, and a host of other "cures" which, alas, did not cure.

"It is only a slight cold. It will go away." Reiterating such sentences, Seventeen attempted to delude herself and others as to her real condition. Her pathetic efforts to keep up appearances led to many embarrassing and heart-aching mistakes. All too soon her friends, for her own sake, began to let her severely alone. Morbidity and self-pity took complete possession of her to the exclusion of everything else. She could be found at all times either crying or on the verge of tears. Her eye-lashes were falling out, and her swollen and inflamed lids spoke eloquently of the days spent in sobbing her heart out.

Seventeen still sat in the darkest shadow of the veranda. It was night now, the sun had long since set. But for her there was no sun. Six months of brooding had built a wall as efficient in keeping the sunlight out of Seventeen's life as any granite wall of a prison.

A familiar hand was on her shoulder now. As if in a trance Seventeen got up from her chair and followed her mother into the cheerful, well-lighted interior of the house. She was aware of her father and younger brother already at supper, but her thoughts were turned inward on herself and she did not so much as nod to them as she sat down. Like an automaton she ate, neither knowing nor caring what she ate. Vaguely she imagined that one must eat because it was a rite to be performed, like praying before going to bed.

Supper found Seventeen's parents dwelling on the eternal topic. "She drops everything she does," her mother was saying, "and just sits and thinks and thinks. I fear for her mind. Oh! if only she could take her mind off herself! The sweater she began to knit and the book she started are still unfinished and unread."

"I think we must do something radical," said her father. "I shall give Seventeen some occupation that will force her to forget herself and if she does not concentrate on her work, I'll know the reason why."

"I won't be forced! I won't!" From across the food-laden table came the shrill voice of a new Seventeen.

Both parents turned to her with mingled feelings of surprise and hope. Had she heard what they had been discussing? Had she had a miraculous recovery of her hearing? By what sixth sense had she grasped the gist of the conversation?

Her mother wrote on the ever-present pad. "Did you hear what your father said?" and then anxiously scanned her daughter's face as if to read her answer there.

After some reflection Seventeen said, "No, I didn't hear him. I was watching you and father, and I must have understood with my eyes."

"You what?" queried her mother incredulously.

Like any pioneer, Seventeen felt a gratifying sense of pride in her discovery of "understanding with the eyes." She was what is called a "natural" lip-reader. Her enthusiasm was contagious and her mother began immediate experiments. But it was preordained that she should

fail completely. In her efforts to assist Seventeen her mother began the exaggerated mouthings that are the horror of all lip-readers. Poor Seventeen, on the threshold of a new hope, found herself well-nigh discouraged.

At this stage of her experience, she alternated between fits of unhappiness, with death as the goal devoutly to be wished for, and moods when the pendulum swung to the other extreme and she seemed to be utterly happy. The will to live, which fortunately is strong in all youth, buoyed her up. At such times she was her old self, laughing and full of pranks. However, when a particularly embarrassing experience occurred, her reaction would throw her into hysterical sobbing.

Inquisitiveness sent her off looking for information on the subject of lip-reading. At the public library she found four textbooks which she began to explore on the table before her.

One of the books was a bound volume of *THE VOLTA REVIEW* containing the numbers for the twelve months of 1917. So engrossed was she in the delights she found between its covers that only the tap of the librarian on her shoulder brought her to the realization that she had stayed until closing time.

The movies took on a new interest now that lip-reading was more than a hobby. The plots seemed to hold no fascination for her as compared to the thrill she gained from understanding just a few of the words the silent screen actors were saying. She almost felt glad that she was deaf. She became proud of her ability and determined to improve. So she entered a school of lip-reading near her home.

A new world dawned for Seventeen. She never ceased to wonder at the amazing fact that there were so many others like herself. Oh, the pity of it. But these men and women did not *act* deaf at all. In fact, a good many of them behaved so normally that Seventeen doubted that they were deaf, until she realized that their normal appearance was the natural one and that it was she who was abnormal.

"What is it that makes them so efficient, and so happy?" she queried.

"Lip-reading," some said.

"And what else?"

"More lip-reading. If your ears are dull make your eyes serve."

These folk did their daily work and did it well, and if their handicap became an obstruction they overcame it with perseverance. Seventeen gloried in their achievements as if they were her own.

She made rapid progress in her studies, practicing strenuously before her mirror at home, and with everyone she encountered. She deliberately sought out thin-lipped people, hard to understand, and found herself growing callous to the ridiculous mistakes she made at times. She had not reached the stage where she could whole-heartedly join in laughter at her own expense, but she was slowly mastering the sensitiveness that is the weakness of the newly-deafened.

On the street car she always managed to "get her money's worth." It was as good as any show to be able to "see" the dark-haired lady tell the light-haired one how horrid a certain young man was, when he up and kissed her without her consent. Or the dapper young man telling his pal a yarn about what "she sez to me and I sez to her."

It was no use trying to avoid seeing what these people were saying unless one shut one's eyes. Imagine Seventeen doing that!

In spite of a reawakened interest in life, Seventeen felt an uneasy sense of incompleteness in her new-found happiness. At dances she missed the joyous music, and had to depend solely on her sense of rhythm.

She pitted her lip-reading against group conversations and missed all the inane nothings that people at parties discuss, and she felt so near and yet so far away from it all. There were new hobbies to be developed and old friendships to revive, but the incompleteness of her happiness became more apparent.

It was purely accidental that she discovered why.

There had been a blizzard, and snow was still falling. Seventeen sat by the open fire reading a hurried romance in the *Saturday Evening Post* and absent-mindedly munching an abnormally candied crab-apple. At intervals she glanced

at the wind-driven flakes outside and nestled more snugly in her cosy chair.

In the midst of her story something prompted her to lay the magazine aside and walk to the snow-curtained window. Probably she wished to stretch her cramped limbs. Anyway there she was looking at the leaden sky and then down on the white carpeted lawn. Not a soul was in sight. What folly it would be for any creature to be out at such a time!

Through the haze of the whirling flakes, as if to answer her very thoughts, Seventeen saw the dim outline of a woman leaning forward as she dragged one foot out of the drifts and put the other forward. She wondered in amazement what could have brought this woman out at such a time.

Fascinated by the struggle between this frail human and the elements, Seventeen watched as in a dream. The woman fell and rose again only to fall and rise no more. She lay just on the edge of the lawn and the blinding snow was rapidly covering her shadowy form.

Seventeen watched no longer. With an "Oh dear, what shall I do?" she hurriedly threw her fur coat over her shoulders and bracing herself for the ordeal, dashed out into the storm.

How she managed to carry or drag the unconscious woman into the house and onto the couch was beyond Seventeen's memory. She was too busy doing things to remember how or why she was doing them. She only knew that here was someone who needed help and she was in a position to be of service. Hot tea and warm blankets soon brought the woman back to consciousness.

She lay smiling up at Seventeen, suffering written plainly in her care-lined face. The woman was easily sixty or more, and the gnarled, calloused hands spoke eloquently enough of a life of intense toil. She still lay smiling but did not speak a word. She seemed to revel in the warmth of the soft woolly blankets, the warming tea and the blazing log fire. Slowly she closed her eyes and smiling still, she fell asleep.

Seventeen felt unaccountably happy. She could not fathom the reason for the thrilling warmth in her heart. Sitting there beside the sleeping woman she felt

that at last life was worth the living. She had been of service. It was such a small thing, yet paradoxically it was the greatest thing in the world. Service, she found, was the key to happiness.

When the woman awoke she found Seventeen asleep in a rocker near the couch. The stranger, now completely recovered, hesitated but an instant, and climbing down, awoke Seventeen with a kiss.

The old woman and the girl were alone, Seventeen's mother having gone to town with the children, before the storm.

"What a sweet little girl you are! I shall not forget you, for you have saved my life. . . . I live over in the poorer quarter of the town and I don't know how I happened to get all the way out here. I was out picking firewood when the storm began. . . . Don't interrupt me, please; I'm all right now When the snow covered my glasses I became lost and I used to think there was no God but I suspect it was God's will that brought me here Now, think a minute before you answer this question, What do you wish for most? If it were in my power to grant your wish, what would you ask for?"

Seventeen was bewildered, and thought the woman demented by her exposure, but on second thought she decided to humor her, and so she thought of a wish.

She thought of asking for her normal hearing, but this gift, strange as it may seem, did not appeal to her as much as one would expect. Instead she answered, "I want to be happy, but more than that I want to serve."

The old woman was touched by such an unexpected answer. "And whom do you wish to serve?" she asked.

"Those who are less fortunate than I. Above all others, those who are deafened, blinded and lamed. I want to teach lip-reading. I want to spread happiness where it is most appreciated."

"You shall have your chance," said the stranger, "I shall not forget you."

Seventeen was really nineteen now. As the welfare worker for the League for the Hard of Hearing she was kept busy inspiring newly-deafened people to a renewed interest in life. The town knew

her as "The Service Girl." Over her desk, on the wall of the League office, hung a small sign, "I serve!" When visitors queried, "What does it mean?" she said, "Happiness."

The week before Thanksgiving *The Enquirer* bore the following story on its front page. "Old Woman Recluse Found Dead in Poor Quarter of City. Leaves will bequeathing \$20,000 to League for Hard of Hearing." Then followed a detailed account of the finding of a bank book and the curious will.

Seventeen sat at her desk and dreamed dreams. She pictured the day when all deaf people read the lips and there were few if any who were mute. The old woman had kept her word, and Seventeen's heart sang with happiness, for the future was full of service. "Thank God, I'm able to do my bit!"

THE CLARKE SCHOOL ENDOWMENT FUND

Among the beneficiaries of the proposed Clarke School Research Department will be:

Instructors who will benefit by the work done by a staff of specialists constantly in a position to conduct experiments and investigations that cannot be conducted by the busy teacher whose business it is to secure results from day to day, and who must therefore adhere closely to approved methods.

Children in schools for the deaf who will benefit as a result of progress made in teaching methods.

Parents who are charged with the responsibility of caring for deaf children during the period of infancy, and who will benefit by reason of any progress made in teaching methods.

The deaf and deafened, generally, who will profit by reason of any advancement made in the art of voice building, voice control, and the development of residual hearing.

The science of teaching the deaf has its own problems which other educational research does not solve. The psychology of the deaf child presents a vast research field. Much work remains to be done in investigating the relative handicap of the deaf in various occupations. The study of the problems of residual hearing has barely been begun. Finally, science and invention have resulted in the construction of many devices making speech visible and registering volume of sound and pitch by means of vibrations. The part these devices could profitably play in the voice building education of the deaf has not as yet been determined. The proposed Research Department would hope to benefit all of those now deaf, or who may later become so.

AN APPEAL FOR HELP

GALLAUDET COLLEGE.

WASHINGTON, D. C., NOVEMBER 28, 1921.

To the Teachers and Pupils of American Schools for the Deaf

Dear Friends: I have received a piteous appeal from Mr. K. Baldrian, Director of the School for the Deaf at Wiener-Neustadt, a suburb of Vienna, and the five teachers of that School who are married. This is one of the schools whose teachers we helped through the hard times of last year. The letter is addressed to me, but it is intended for you. It is too long to quote in full; here is the substance of it:

"Our want and misery are greater than ever! This is due to the high cost of living—you in America know what that means—but chiefly to the frightful depreciation of our currency, which you happily have not known. Before the war our monthly salaries ranged from 300 to 400 kronen (\$60 to \$80); now we receive many more kronen, but their value is only \$5 to \$6 a month. From time to time we have sold our cherished pieces of furniture to obtain food for ourselves, our wives, and children; now we have nothing left, and starvation stares us in the face. Do not think us shameless if we again ask your help!"

There are four other schools for the deaf in Vienna. Their teachers have not asked us for help this year, but doubtless they are in the same condition as those of the Wiener-Neustadt School. Probably we should not like to help one school without helping the others also. Most of you contributed generously last year for the relief of the Austrian and Hungarian schools (the total value of the food we sent them was \$1,450), and I did not expect to call on you again. I hate to do it now, but my conscience does not allow me to keep this appeal to myself.

Prompt action is desirable.

Faithfully yours,

E. A. FAY.

THE LOS ANGELES SCHOOL

The first meeting of the Family and Teachers' Club to discuss the problems of the hard of hearing was held at the Los Angeles School of Lip-Reading, 603 Story Building, last Thursday evening, November 10. From the attendance, it was evident that there is an earnest desire on the part of hearing people to understand and help the deafened members of their families.

The meeting was opened by Miss Lucy Ella Case, the principal, and she introduced Miss Juliet D. Clark, former vice-principal of the Nitchie School of Lip-Reading in New York City, and now normal associate of the Los Angeles School. Miss Clark spoke of the campaign for better speech that is being carried on in America this week, and said that no one would welcome this more than lip-readers. She urged the members of the audience to enunciate clearly. "This does not mean exaggeration of the lip movement, for such 'mouthing' hinders rather than helps one who is trying to

read the lips; it means speaking words in a clear-cut manner, giving the vowels and consonants their full value." Miss Clark touched upon the various difficulties of lip-reading and by explanation and demonstration with a number of pupils showed how these difficulties could be surmounted.

"Most people have an idea that short words and short phrases are easier to see than long ones, but that is not usually so. It all depends upon how much lip-movement there is in the words chosen. Watch my lips when I say, 'Isn't it a nice day?' and 'What beautiful weather we are having!' Which is easier to see? Compare also 'twenty-five cents' with 'a quarter' and 'fifty cents' with 'half a dollar.'"

"Another way in which you hearing people can help lip-readers is by changing the wording of a sentence that they do not understand or leading up to it with an easier one, instead of repeating the same sentence over and over again."

To illustrate this point, Miss Clark told a story of a young lady—a lip-reader—who was seated at a dinner party beside a man whom she had never met before. Suddenly he turned to her and said something which she failed to understand. He repeated and still she could not get it, for all she could see was, "Oo oo i u oo ee?" The man continued to repeat and the girl to say, "What?" and they probably would have kept it up until all the other guests had risen from the table and gone home, but for the intervention of another of the guests. Seeing the girl's difficulty he turned to her and said, "Do you like to row a boat on the river?" Immediately the girl understood; then he repeated what the other guest had been trying to make her understand, "Do you like canoeing?" and she grasped it at once.

Miss Case then gave some "Don'ts" which were received with interest by the hearing people and created considerable mirth among the deafened, because most of them had been subjected to the very annoying treatment that she mentioned.

Don't wave wildly at us, or pull our arms or poke us with an umbrella to get our attention. We don't like to be made conspicuous.

Don't be too solemn about our deafness; keep cheerful.

Don't be ashamed of the deaf member of your family.

Don't be too solemn about our deafness; family to eat food that is too hearty. It often causes a buzzing or roaring in the head. Have him eat simple food.

Don't say, "Did you get that? You don't understand me." (We are well aware of that fact.)

The Los Angeles School plans to hold these meetings monthly.

Miss Marian J. Anderson, of the Pacific Coast School of Lip-Reading, has discontinued that school and accepted a position in the Los Angeles and Pasadena Schools, of which Miss Case is principal. The consolidation of these two schools will doubtless make for better work among the deafened of Los Angeles.

OTTAWA SPEECH-READERS' CLUB

The youngest and probably the smallest club in existence has just recently been formed in Ottawa. It has been given the name of "The Ottawa Speech-Readers' Club" and having arrived it means to make good.

On November 15, 1921, Miss L. M. Currie, President of the Toronto Lip-Readers' Club, who happened to be in Ottawa attending a teachers' convention, very kindly consented to take the chair and preside over the organization meeting. It was all done in true British Parliamentary style. Each item was moved, seconded, and carried, the audience being kept in touch by blackboard work, written as we went along; also slips put round in the seats showed what was being suggested. This was necessary, as there were no fully trained lip-readers in the class. We are all at the infant stage as yet, but feel wonderfully encouraged with the progress made under the very capable direction of Miss M. Roebuck, who came to Ottawa in September last to commence the teaching of "Lip-Reading." So far, only eleven pupils have taken up the study, but we hope that many more will join the class as soon as the work and object of the club becomes better known.

Our officers chosen for the club are: President, Dr. J. K. Milne Dickie, 196 Elgin St.; Secretary, Miss A. J. Cranston, 21 Dalhousie St.; Treasurer, Mr. D. J. McKeown, 300 Cooper St. The membership fee for the balance of the season (until the club closes in the spring) is \$31.—CONTRIBUTED.

THE DAYTON LEAGUE

Formed for the purpose of promoting interest and general welfare of the hard of hearing in Dayton and vicinity, the Dayton League for the Hard of Hearing has applied for a charter as a corporation not for profit. Headquarters of the league are 18 and 19 Louis Building.

Present officers are William E. Morris, president; Miss Lydia Fluhart, vice-president; Mrs. R. W. Kneisley, treasurer; Edward Lyon, secretary. They are also incorporators of the League, with Miss Mabel Lindner.

The organization has eleven departments under the general headings communication, occupation, happiness and opportunity. Miss Lindner, experienced in community work among the deafened, is directing the work here.—*Dayton News*.

THE NEW YORK LEAGUE

The New York League is receiving excellent support from the press in its drive for membership, and organizations in other cities are watching the outcome with enthusiastic interest. The following quotation is taken from a newspaper clipping sent to us recently by a member of the Boston Guild, who thought it "so fine and so well-written that THE VOLTA REVIEW ought to have it."

"Although Miss Annetta Peck, executive secretary of the New York League for the Hard of Hearing, says apologetically when deafened

people come to her expecting restored hearing: 'Mercy! We're not in the miracle business!' those who have been behind scenes at the League often feel that her phrase exactly describes what takes place almost every day in the busy headquarters at 126 East Fifty-ninth St.

"True, actual hearing is not restored to deafened ears, but isn't it something very like a miracle when a bad-tempered, petulant woman, so soured by her misfortune that no one can live with her, is transformed into a happy, lovable person whom all around proudly adore? Or when from a shy, backward, fourteen-year-old school girl, with a bad case of progressive deafness, unable to keep up at school, shut off by an antagonistic family from lip-reading classes and similar opportunities, there is gradually evolved an elert, self-reliant youngster earning a living fully as good as that of her hearing friends and able to take her part in all the fun and work of a normal girl's life? . . .

"We are now campaigning, by word of mouth and through the papers," concluded Miss Peck, "for people in all walks of life to join our classes for work and fun."

PRIZE FOR POEM

The Bulletin Board, the paper of the Chicago League for the Hard of Hearing, recently published the following little poem, which received a prize offered by Mrs. Robert B. Dickinson for the best original poem written by a hard of hearing member of the League.

ONE

One faithless woman
Destroys man's faith
In all her kind;
One faithful woman
Restores it.

One joy unearned
Too rashly followed
Loses Peace;
One sorrow shared
Restores it.

One jest of Fate
Lays man's ambition
In the dust;
One soaring dream
Restores it.

—JOHN IRVING PEARCE, JR.

ART LECTURES IN ST. LOUIS

Beginning November 20, Mrs. A. M. G. Pattison of St. Louis, Mo., commenced a series of lectures for the hard of hearing in Art Galleries and Museum. She took for her subject for the first lecture, "What to Look for in a Work of Art."

Mrs. Pattison, before taking up her present work, was an art critic and lecturer of high standing. It is believed that the hard of hearing people of St. Louis, all of whom are cordially invited to attend these lectures, will gladly avail themselves of the opportunity of hearing her.

TEACHING LANGUAGE

The October number of THE VOLTA REVIEW contains an article by Miss Elizabeth Goodwin of Derby, England, entitled "An Experiment in Teaching Language on Individual Lines," which should be carefully read by every teacher of the deaf, whether of a primary grade or an advanced class. There is a tendency among many of us to rely too much on systems and schemes of language, usually devised for the imaginary "average class," forgetting the individuality of the particular pupil and his individual needs. The article is replete with suggestions to the thinking teacher who has not fallen too deeply into a rut, and who does not accept any authority as infallible. Because the language teaching during the first few years in our schools for the deaf has been stereotyped to a certain extent, with fairly good results in many instances, it does not mean that this system is the best and cannot be improved upon. Miss Goodwin's method is very unorthodox, according to the training most of us have received, but she not only had the courage to break away from the old lines when she found that the results obtained were unsatisfactory, but also had the ingenuity to formulate new, original plans which, judging from the examples cited, seem to be superior, at least as far as the accomplishments of her pupils are concerned. We might not be so successful with this individualized teaching, and it may not be advisable for us to even try it, but a perusal of the article will lead us to look at the particular work of our language teaching from an angle that perhaps we have not sufficiently considered before.—T. B. in the *Nebraska (School) Journal*.

SHOULD THE DEAF DRIVE
AUTOMOBILES?

Repeal of the police regulation under which deaf persons are denied permits to drive automobiles is asked by Dr. Percival Hall, president of the Columbia Institution for the Deaf, in a letter to the commissioners. It has been referred to Captain Headly, head of the traffic bureau, for report.

Dr. Hall contends that deaf persons are entitled to the use of the highways on equal terms with other citizens unless it can be proved that they are a menace to the public. Dr. Hall told the commissioners he does not believe that has been proved.

He cited the city of Detroit, with approximately twice the population of Washington, where deaf persons are permitted to drive automobiles.—*Washington Evening Star*.

THE SURVEY

At the last regular meeting of the Conference of Superintendents and Principals held at this school preliminary steps were taken to interest one of the Foundations to make a general survey of all the schools for the deaf in the United States and Canada for the purpose of establish-

ing standards and making proper classifications of schools according to the standards set up. At the joint meeting held in Philadelphia in the summer of 1920 the Association to Promote the Teaching of Speech to the Deaf, the Convention of American Instructors of the Deaf, and the Progressive Oral Advocates of the Deaf united with the Conference in this enterprise.

A special committee was appointed to bring the matter to the attention of any or all of the Foundations doing that kind of work. The necessity of this survey has been urged before the Carnegie Foundation, the Rockefeller Foundation, the Russell Sage Foundation, and the Commonwealth. No one has been able to undertake at present the survey and so the matter for the present is suspended. The committee hopes later when war times have passed away to get a favorable response from one of these Foundations. It will not be forgotten or neglected but present conditions require us to bide our time.—*Ohio (School) Chronicle*.

TWO LIVES

Silent she sat, while 'round her rose
The waves of happy, carefree speech;
For, one apart, she never knows
The many sounds that others reach.
No dear, loved voice upon her ear
In loving accents ever falls;
The songs of birds she cannot hear;
Silent the world within her walls.
And yet, like pools where sunshine lies
As though its light would never cease,
Undimmed and clear within her eyes
There dwells a look of happy peace.
What is the secret of her joy?
Softly she spoke with smiling face,
"Always my thoughts my mind employ;
I have my thoughts in every place."

Proudly he sat, the kingly born,
Treasures of earth at his command.
Men sought his smile, shrank at his scorn,
For life and death lay in his hand.
Yet in his eyes burned discontent,
Phantom-like fled joy uncaught;
Bitter and hard his way he went
Spoiling his life with evil thought.
ELLEN ROSS.

Mary Jo was saying her prayers. An attendant heard her gravely reciting "Little Jack Horner," and rushed to Miss Yale.

"Do you know," she said, "Mary Jo is pretending to say her prayers, but is not praying at all?"

"What is Mary Jo saving?" asked Miss Yale.
"She is repeating 'Little Jack Horner.'"

"That's all right," replied Miss Yale. "Mary Jo recited 'Little Jack Horner' today. I told her it was well done. She is offering up to the Lord the best she has, and I think that makes it a very good prayer."—*Clarke School Bulletin*.

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"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—Bacon.

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Number 2

JOE DE YONG, ARTIST

EDITED BY J. A. G.

LAST January I became the proud owner of a small brown plaster bear, squatting down and turning over rocks to find ants and beetles. I did not personally know the sculptor, Joe De Yong, but I knew that he was deaf, and when I went to Glacier Park in July, I hoped to meet him. I was very much pleased when he joined our party for the fifteen-day trip, which he made partly as a business proposition, hoping to get orders for pictures and sculpture. He received all he could handle, for his sketches were very much admired, also the photographs of his models of horses, mountain sheep, mountain goats, etc.

But don't imagine Mr. De Yong spent all his time in pursuit of business—far from it! There wasn't a more active person among the eighty-odd comprising the party. He offered to take charge of the lunch, knowing how helpful he would be to my uncle, the leader of the expedition, and he made good. Every morning after breakfast, he and his assistant would collect the lunch equipage—four big boxes laden with food, dishes, etc.—and load it on two pack horses, then clatter off down the trail long before the rest of the party got under way. About noon we would come up to them, a fire going and coffee boiling, sandwiches being cut and filled with cold meat, cheese, jam, etc., cake and pickles spread out, canned fruit opened, a pail of lemonade handy—it was *some* lunch. Presently, "Come and get it," and we would form in line, grab cups and spoons and for a while all hands would be very busy. Then a rest, the scattered remains repacked, and the lunch

outfit would set off for camp. It was very capably managed, and we had Mr. De Yong to thank for the excellent arrangements, although he was "trying something new," which seems to be his motto.

Mr. De Yong and his parents live in Choteau, Mont., a small town south of Glacier Park, where he has a studio and spends the greater part of each winter painting and modeling. His summers, though, are usually spent in the open, travelling with a pack horse on the Indian Reservations, or among the mountains, sketching and collecting material to be used in his work. Here is his story in his own words:

"Born at Webster Grove, Saint Louis County, Missouri, in 1894.

"Moved to Indian Territory when five years old, where my father owned a store in the Cherokee Nation.

"There were Delaware, Cherokee and Osage Indians in this section—I used to play with the Indian children when their parents came to trade, and I naturally grew up with a liking for Indians.

"The first word I ever said was 'horse'; they have played quite a part in my life ever since—I learned to ride when five years old. I grew up among cowmen and liked the work—started riding for wages when twelve years old. Followed this work, when I was not in school, until I was eighteen, then went to Arizona to work for Tom Mix in moving pictures. After several months there, I tangled with spinal meningitis, and lost my hearing and sense of balance. It has been a long, slow pull to become steady on my

JOE DE YONG IN HIS STUDIO, CHOTEAU, MONTANA

feet, but by taking up skis, roller skates and riding, I have just about overcome this fault.

"I have always drawn since I can remember; one New Year's day, when about sixteen, I was snowed in at a ranch, and to pass the time I carved a bucking horse out of a potato; it was my first attempt at anything in the shape of a model. Later I made some other figures from a cake of soap, since then I have done many such things. I have always been a most enthusiastic admirer of western pictures, the work of Chas. M. Russell in particular—I remember while riding for a cow outfit one summer that I used to carry a magazine in my clothes sack which contained an article on Russell and showed samples of his work—I must have read this a hundred times, it seemed to fascinate me.

"Shortly after losing my hearing, while in Cheyenne, Wyo., attending Frontier Days, I bought a number of reproductions from Russell's pictures, and about the same time I wrote B. M. Bower, the western writer, and from her got Russell's address. I wrote to him and received a friendly reply; we exchanged letters during the next winter, and in the meantime I got some oil paints and began

to make copies of his pictures. The following spring my father and mother moved to Montana so I could get acquainted with Russell and see the country he paints. I started working in Russell's studio January, 1916, and have been with him ever since. I learned the Indian sign language from him, in order to mix with the Reservation Indians of this country, and I now travel at will among the Piegan Blackfeet, and stay in their camps whenever they have any celebrations. I have had many fine friends; helpful, generous friends, but I feel that I owe more to Mr. and Mrs. Russell than I can ever hope to repay. Their help, friendship and encouragement have been untiring.

"As to being deaf, it is a decided asset—in my own case at least. It caused me to become more alert, mentally; I've studied, worked, learned, far more than I ever would have under ordinary conditions. I'm no expert at lip-reading, though many I understand readily, and I think there is practically no limit to a deaf person's chance for success, nearly all limitations being self-imposed. Self-consciousness seems to be the greatest drawback, and the one real cure for that is to meet and mix with strangers, and

without much trouble; next winter I'll re-learn ice skates. Snowshoes and skis are great too, though I am far from being an expert. I just got a pair of long tapaderos for my saddle, they really look too showy, but the additional weight at my feet gives me a great deal of confidence, especially if I have any night riding to do. There's many a way to overcome one's shortcomings, I've found.

"No one has better health or spirits than I, as a rule, but I do like my work and stick too close at it. Then too, I always promise to do more things than I possibly can, and in trying to catch up I have worked myself down and out again and again. Maybe I'll have more sense some day.

"I was at a ranch lately when they ran in some horses that had been out all winter, and I had some good roping again. Along in the afternoon a horse race was ribbed up. The horse I rode ran three or four jumps, then hung his head and began to kangaroo. I lost a stirrup, one spur, broke a finger nail, and skinned my knuckles, but managed to stay it out.

MOUNTAIN SHEEP, MODELLED BY JOE
DE YONG

keep it up. I speak from experience and practice what I preach in this case. Though totally deaf I travel wherever I care to among strangers for days at a time and suffer no inconvenience at all."

In his letter Mr. De Yong has given a few more particulars—I'll quote freely: "Spinal meningitis left me more or less a wreck—deaf, devoid of all sense of balance, and cross-eyed. The eyes popped back into place after a few weeks, though they have always bothered me some since—focus is wrong some way—especially when looking at distant objects after reading. As to the balance, I learned to walk after staggering around four or five years like a drunken man. In the past few years I have learned to ride and dance and roller skate—do 'most anything that is hard, just because I want to *work* back to normal. I used to be fairly good at roller skates, and as I am always looking for new worlds to conquer in a balancing way, I bought a pair of skates not long ago and surprised myself. I can do the heel and toe stunts again

ANTELOPE, MODELLED BY JOE DE YONG

It really surprised me that I did ride, as it was the first bucking horse I had been on since 1912. Maybe next time I'll pull up a bunch of grass.

"I have had a number of specialists look at my ears. They say the drum is normal, and I can hear my own voice, but nothing else. I think the doctors *don't know*—it's some nerve trouble they've never understood.

"I want to go East and study lip-reading, but there is so much West to see that I keep rambling around out in this country. I'd like to go to New York or some other city, because of the galleries and museums, but am sensitive to pleasant folks, rooms, climate, etc. Even though I have never had the sounds taken apart and explained, I imagine I would learn lip-reading fast with the start I have. I can so often run ahead and complete the thought before it is spoken.

"I like *all* animals *all* the time, and have a horse, and a white collie pup two months old, awfully smart, and the greatest rowdy you ever saw.

"I wish THE VOLTA published the photos of more of its writers. After seeing Mr. Ferrall's picture, I re-read all of his articles with even more interest and enjoyment, it added so much more personality."

Mr. De Yong is slender and light, with the small feet of a horseman, very quick and active; thick, dark hair, and very bright eyes. He has a very attractive personality, and makes friends readily. All deaf people may feel a sense of pride in his pluck at overcoming such serious handicaps—simultaneous loss of hearing, health and means of livelihood. His talent, industry and ambition should carry him far.

WINTER SUGGESTIONS FOR THE HARD OF HEARING

BY FRANKLIN W. BOCK, M.D.*

A GAIN we are entering the period when persons afflicted with catarrhal deafness are apt to become the victims of conditions which add tremendously to the impetus with which they are progressing toward a greater and greater degree of deafness.

One who comes across these cases is often surprised at the great lack of information which they possess as to the causes, as far as we know them, and the physical conditions which supposedly result in their infirmity. As far as I am able to discover, the larger part of the blame for this lack belongs to the physicians who from time to time have had these persons under their care. Why physicians cannot give their patients some idea of the conditions which they are trying to remedy and make them understand the many difficulties which must be surmounted before we can "cure" a case of catarrhal deafness. I am unable to understand. But the fact remains all too evident that many physicians do not tell their patients a single blessed thing about what ails them. They

are expected to have great faith in what the doctor tells them about his ability to cure them and leave the rest to him and pay the bills. Just the other day I came across a case which illustrates what I have in mind.

Supposedly following diphtheria a small girl lost the hearing in one ear. It was almost complete. There was never any discharge; never any pain. At the present time the nerve is all right and presumably has been all the time. Nothing was done for several years because the child was so small and because the deafness did not seem to handicap her until she got into the upper grades in school. Then she was taken to an ear specialist who said she had hardening of the ear drum and that it would take a long time to cure her, but intimated that he could do it. She was to come for treatment three times a week, at two dollars per treatment, which she did for three or four months and only stopped when her father's wages had been cut so that they could not afford the great expense. The treatment consisted in putting something into the external ear. The nose and throat were never treated. A

*Chief of the deafness prevention clinic of No. 18 school, Rochester, N. Y.

catheter was never passed to determine the condition of the eustachian tube. The patient was never told how careful she must be about catching cold; about her diet, about blowing her nose. She was not told that there was little chance of improving the hearing in that ear and therefore she must be tremendously careful about conserving the hearing in her good ear.

She and her mother only learned these things when she was brought to my clinic yesterday. At the end of her four months it is needless to say that her hearing was not one mite better, and as far as I am able to determine at the moment there probably never was at any time the least hope that it could be improved with our present knowledge. Now why didn't the doctor tell her so? Is it possible that he didn't know, or—? A few days ago I was talking to a minister of the gospel of Jesus the Nazarene about my ideas about preventive medicine and he said, "Doctor, you forget that medicine is no longer a profession, but is a business." Is it possible her doctor was a business man? I ask this question with sincere apologies to every "straight" business man.

Deafness is getting to be a problem of increasing magnitude for, more and more, industry is inclining to feel that a partially deaf person is an unsafe factor in industry and therefore should be excluded. It is quite certain that with our present knowledge the specialists could not meet the demands which would be made upon them if intimate attention were demanded of them by every person afflicted with catarrhal deafness, and yet every person afflicted with catarrhal deafness is entitled to some knowledge of his affliction and the best ways we know of minimizing it.

I believe it is the bounden duty of the profession to supply this knowledge to the best of its ability, so that the people may help in solving the problem of prevention hand in hand with our attempt to solve the problem of cure.

It is with this end in view that I am making the following suggestions which I trust may be of value to those readers who are hard of hearing.

Of course most of my readers know that catarrhal deafness involves the

middle ear, the nerve of hearing being involved only to a very limited degree; in most cases not in the slightest degree. The middle ear is purely a mechanical transmitting device, but it unfortunately is affected deleteriously by varying grades of inflammation which involve it as a result of similar inflammations in the nose and throat and also "perhaps and probably" by certain inefficient metabolic processes.

During the late fall, winter and early spring the human economy is subjected to more severe strains than at other times of the year; the often very severe and rapid changes of temperature always produce a compensating hyperemia in the nose and throat; add to this the irritating fumes and dusts of our many types of heating apparatus and you have conditions produced which make it easy for many persons to become the victims of those secondary infections which we call "common cold." During this period also the metabolic processes are variously and often severely burdened by changes in personal hygiene. Persons eat more concentrated foods; they take less out-of-door exercise; they do less to help excretion; they subject themselves too much to over-heated, impure air; they drink less water and more tea and coffee to keep them warm; and a dozen other things which hinder the healthful metabolic changes of the more even and warmer temperatures of summer.

When the body is subjected to a change of temperature it is the duty of the nose and throat to compensate by warming or cooling the air before it enters the lungs; also when a person enters the average office building with its overheated air with a very low moisture content plus the irritating dusts and fumes of the heating plant the nose tries to compensate and protect the lungs from the extreme dryness and the dust by supplying more moisture.

These processes are accompanied by a varying degree of hyperemia in the erectile tissue and the mucous membrane of the nose and throat. Now whenever this hyperemic condition is produced in the nose or throat we have what may become the potential beginning of a "common cold." But it is not "cold." It is simply a disturbance of the circulation and if the

equilibrium of circulation is quickly re-established nothing happens, but if it is not quickly reestablished then the germs always present in the nose and throat may get in their work and a "secondary" infection takes place and we have all the unhappy symptoms and consequences of a "common cold."

Now persons who are the victims of catarrhal deafness must understand that the changes in the middle ear which make it hard for it to transmit vibrations of sound are produced by these long continued low grades of hyperemia plus the low and high grade secondary infections which are consequent upon them, and if they would safeguard what hearing they have and slow up the progressive tendency of their trouble they must be extremely careful of this initial hyperemic condition.

They should be careful not to subject the body to extremes of heat and cold because the resulting hyperemia is dangerous to one with ear trouble. When hyperemia is produced they should see that the equilibrium of circulation is quickly reestablished for the longer it is sustained the greater is the danger of secondary infection.

These persons should be very careful about getting chilled, and especially local chilling like wet feet, cold hands, drafts on the neck and back, scantily clad legs and arms, etc., and in fact anything which puts a strain on the heat conserving mechanism of the body.

It is of course not wise to overdress; the objective of dressing in these persons should be to preserve as even a temperature as possible. Of course this does not mean that one should "baby" himself but he should be reasonably careful about subjecting himself to extreme changes without giving due and intelligent attention to the fact that he has a condition which is deleteriously affected by these extreme changes.

In spite of the greatest of care some persons are greatly troubled by these temporary hyperemias which at certain times may become sustained for long periods and are therefore a source of great danger. This extreme sensitiveness is often due to faulty elimination and

these persons should be carefully examined and be given the proper advice.

They should be very careful about their bathing, especially during the winter months. In the winter they should never take a bath except just before retiring. Bathing under the most ideal conditions uses up a lot of body heat and most of these persons cannot afford to waste any energy. They should never, even in summer, take cold baths because they put too much strain on the heat conserving mechanism of the body. Air baths in a room of moderate temperature are far better as stimulants and are less strain.

Of course these persons should be very careful of their diet. Too much concentrated proteid food, too much hot tea and coffee to keep them warm, should be avoided. Too much smoking, as men are apt to do during long winter evenings, should be cut out.

In spite of all these precautions many persons are tremendously sensitive to these initial hyperemias and the consequent secondary infections. In many of these cases it is due to a low grade of bacterial infection which keeps the tissues of the nose, throat and ears in such a chronic state of poisoning that the least change in temperature overcomes the already overburdened tone of the tissues and trouble ensues.

In these cases I believe that small doses of combined catarrhal vaccine are of great value. I never give more than half a C C at a dose and often less. I get my best results by giving a dose today; another in a week; another in two weeks and another every four weeks throughout the winter or the period of the patient's greatest sensitiveness. They are always instructed, however, to come for an extra injection at the least suspicion of brewing trouble. During the late spring, summer, and early fall the vaccine may usually be omitted.

Of course one must be careful in blowing the nose when it is blocked by either temporary hyperemia or secondary infection. Blowing the nose hard will not remedy the matter but more often makes it worse and besides it is dangerous in that it may force infective material up through the tubes into the middle ear, thus start-

ing acute infection, or it may injure the delicate mechanism of the middle ear by suddenly increasing the air pressure.

If the hyperemia is due to a change in body temperature the best and only way is to quickly restore the general body temperature to normal. If it is due to irritating gas or dust the best way is to help the mucous membranes to rid themselves of the irritant by washing them off, and a medicine dropper full of normal salt solution in each nostril, snuffed back and carefully blown out, will do more good in a minute than blowing your nose for an hour.

If one is unfortunate enough to become secondarily infected it is of the greatest importance that competent care be given at the earliest possible moment by a competent ear doctor for it is at these times that sudden increases in deafness most often occur.

Persons afflicted with catarrhal deafness may, even if they live in rural sections far from competent ear advice, maintain themselves in fair health and slow up the progress of their trouble by observing some of these suggestions.

But if you can afford it, go to a competent ear man and ask him to tell you about your particular case and what you must do to keep what hearing you have. If he thinks treatment will help, take it, if not, don't. Help others by urging them to go to an ear specialist at the least suggestion of ear trouble. Tell them not to temporize. Time is valuable in ear troubles. The earlier one goes for advice and treatment the more can be accomplished, the later one goes the less can be accomplished.

Get an ear phone if you can afford it. Try them all and take the one that fits your particular type of deafness best. Don't buy one because someone else has that kind and likes it. You are the one who is going to use it and must hear with it.

In any case, learn lip-reading as fast as you can, and don't isolate yourself because you are hard of hearing. Keep well and enjoy yourself, for it is surprising how happy you can be even with the handicap of deafness, if you "go to it."

PERSONAL RECOLLECTIONS OF GEORGE WASHINGTON

BY JOHN A. FERRALL

I SUPPOSE it is hardly necessary to explain that the recollections here put on record are not those of my present incarnation. No, they date back a good many years, though by no means to the very beginning of things. Miss Harriet U. Andrews once took a Ouija board and proved to me that I had lived in China as early as 1367. I have forgotten now, whether this date was B. C. or A. D. Perhaps it will make no difference.

Washington was born in 1732, on February 22, as I recall it. I am referring to George, of course, and not to Booker. February 22 was also the birthday of the late Mr. Schopenhauer, made famous by the remarkable "Lines upon seeing a picture of a girl reading Schopenhauer while watching her flock of geese:

How patiently the geese attend,
But do they really comprehend

What Schopenhauer's driving at?
Oh, not at all. But what of that?
Neither do I, neither does she,
And for that matter, nor does he.

February 22 in fact seems to have been quite a busy day. Lowell was born on that date, and Bill Nye and Dan Rice died on February 22. Of even greater significance in these days, perhaps, is the fact that on that day, back in 1872, the Prohibitionists held their first national convention—at Columbus, Ohio.

Returning to Washington: He has long been popularly known as the "Father of his Country." Curiously enough, the country does not seem to have had a mother. It is strange that this fact, almost unparalleled in the annals of the world, should have received so little attention. A careful investigation into this phase of the situation might have led to a movement to change the name from

America to Athena or Minerva—the lady bearing the latter names being popularly supposed to have gotten along very well with a father only, dispensing with the mother parent.

Perhaps the thing most of us recall most clearly about George Washington was the fact that he could not tell a lie. As far as this trait of his applies to his later life, a cynic has aptly remarked: "Washington married a widow—that's one reason why he was not able to tell a lie,"—meaning, of course, that in view of the widow's experience with another husband, it would be difficult or impossible for George to "get away with it."

Most people accept the story of this trait of Washington's at its face value, though, of course, there have never been lacking iconoclasts ready to assert that the cherry tree has no basis in fact. There are always people who doubt. You remember, perhaps, the story of the lady who was taken to see the first steam car tried out. She looked at it and sniffed.

"It will never run," she declared.

Just then, however, the engineer started the car, and it did run. The lady watched it in open-mouthed wonder. Then, as it disappeared around a curve, she shrieked: "It will never stop!"

The cherry tree story has sounded logical enough to me always, especially in view of the assertion that Washington was almost totally lacking in a sense of humor. To my mind it is manifestly difficult if not impossible for a man without a sense of humor to tell a story.

As a matter of fact, Mason Locke Weem once declared (poor old gentleman, he is dead long ago) that the cherry tree story as told by him was practically word for word as he had it from a lady who knew of the circumstances. Mr. Weem was one of the first, if not the first, biographer of Washington. The authentic cherry tree story as given by him, runs as follows:

"When George was about six years old he was made the wealthy master of a hatchet, of which, like most little boys, he was immoderately fond, and was constantly going about chopping everything that came in his way. One day, in the garden, where he often amused himself hacking his mother's pea sticks, he un-

luckily tried the edge of his hatchet on the body of a beautiful young English cherry tree, which he barked so terribly, that I don't believe the tree ever got the better of it.

"The next morning the old gentleman, finding out what had befallen his tree, which, by the way, was a great favorite, came into the house with much warmth and asked for the mischievous author, declaring at the same time that he would not have taken five guineas for his tree.

"Nobody could tell him anything about it. Presently George and his hatchet made their appearance.

"'George,' said his father, 'do you know who killed that beautiful little cherry tree yonder in the garden?'

"This was a tough question, and George staggered under it for a moment, but quickly recovered himself, and looking at his father, with the sweet face of youth brightened with the charm of all-conquering truth, he bravely cried out:

"'I can't tell a lie, pa; you know I can't tell a lie. I did it with my hatchet.'

"'Run to my arms, you dearest boy,' cried his father, in transports—'run to my arms. Glad am I, George, that you killed my tree, for you have paid me for it a thousand-fold. Such an act of heroism in my son is worth more to me than a thousand trees, though blossomed with silver and their fruits of purest gold.'"

This cherry-tree story, useful enough to parents, teachers, lecturers and writers, has led to the sad disillusionment of numberless American boys—and, perhaps, now and then, of girls. Petroleum V. Nasby used to tell of his experience. It seems that when he first heard the story he determined not to be outdone by George, even if the latter had risen to be President in later life. So he took an axe and went out in the orchard and cut down his father's most valuable cherry tree. He did even more than that. He dug up the roots, and then burned the entire tree, leaving no trace of it—except its vacant place.

In the course of time, Petroleum's father came across that vacancy. Inquiries ensued and the thing was ultimately traced to Petroleum. When confronted with the charge, the boy faced his father bravely, and cried: "Father, I

cannot tell a lie—you know I cannot tell a lie. I did it with my little hatchet—I mean, with your axe.” These, you will note, were practically the exact words of George Washington, except that Petroleum was a trifle more precise in his English. But it didn’t work. Petroleum was all right in his rôle, but, unfortunately for him, his father was cast in a different mould from the father of George. What Petroleum’s father said in effect was that he would rather have his son tell a thousand lies than to have him cut down one cherry tree.

As I have said, Petroleum had burned all the branches of the tree he cut down, but in some manner or other, his father was able to locate elsewhere a suitable branch, and he applied this with such violence as to leave Petroleum, to use his own words, in “a state of exasperating rawness.”

Yes, George’s example is a good one—for the other fellow. As for ourselves. I fear that most of us will choose, rather, the example of our old friend James. When James was three years old he pulled up one of the flowers in his mother’s garden, although he had been warned repeatedly not to touch them. Psychologists will tell you that the repeated warnings were what made it absolutely necessary for him to pull up the flower. However, little James was called before his mother and put through a cross-examination, which was rather unnecessary since she had seen him pull up the plant.

“James,” she said, “did you pull up that flower?”

“What flower?” asked James.

“You know what flower I mean,” said his mother, looking at him regretfully. “Someone pulled up one of the flowers in mother’s garden,”—she explained slowly. “Do you know who did it?”

“I guess Mary did it,” said James, with downcast eyes.

At this point his father broke in sternly. “James,” he said, “you know very well that your sister Mary did not pull up that flower. Remember what I told you about George Washington and the cherry tree. Be a little man. Speak up and say: ‘I did it.’”

Little James’ eyes brightened.

“Oh, yes,” he cried, with a sigh of relief, “Papa did it!”

It is curious, too, how little things come up from time to time that throw interesting lights on the careers of famous personages. I read just recently an article from the *Maine Cultivator* of Revolutionary days, which said that Washington continually employed “250 hands.” It seems only reasonable that a man employing 250 hands should accomplish much more than the ordinary mortal, who employs but two, and those not very frequently perhaps. And, speaking of hands, I was somewhat astonished to see in a newspaper a report of some social function in which occurred these words: “There were palms on every hand.” Now, what is remarkable about that? The really surprising thing would be to find a hand without a palm on it.

Washington’s favorite pastime was fox-hunting. He would go hunting foxes twice a week or oftener in season. I assume that it was a different fox each time, as I judge he was too humane a man to wear one little animal out by hunting him two or three times a week.

And during the off-seasons, I judge he must, like the modern man, have spent considerable time hunting the elusive collar button—or whatever substitute for it he used. It is very likely that much of Washington’s great strength and agility had its origin in his collar-button hunting activities. He was a wealthy man, and his home was furnished with furniture of a massive type, so that moving some piece of it every now and then to recover a lost collar button, would have a natural tendency to keep him in fine physical condition. I know that if I were sufficiently wealthy to own the massive type of furniture, I would soon develop into one of the strongest men in the world. I’ve just finished moving six pieces of furniture to look for a dropped collar button—without finding it. However, I can get along very well with a piece of string. We old bachelors get to be quite clever with such makeshifts.

But speaking of collar buttons reminds me of a somewhat unusual angle to Washington’s “charmed life,” brought out in the examination papers of a Washington school boy recently. This boy

was describing some of Washington's miraculous escapes from death in battles, and he told of one battle in which George Washington had "three horses shot from under him, and the fourth passed through his coat." It is certain that either the General or the horse had a charmed life. "There are more things in heaven and earth, Horatio, than are dreamt of in your philosophy." The quotation is from Shakespeare—not the Bible.

A trait of Washington's character that particularly endears him to the average employer, was his willingness to undertake the work at hand—and not waste precious time waiting for something to turn up that might suit him better or be more dignified. In fact, some employers have been brutal enough to intimate to me that some of the difficulty the deaf have in working out their economic salvation lies in the fact that they want what they want when they want it, and not what they can get.

The story is told of Washington that during the Revolutionary War some soldiers were struggling trying to put a heavy timber in place on a bridge. A corporal stood by, urging the men on to greater efforts. An officer rode up and sizing up the situation, dismounted and helped the men put the timber in place. When the work was finished, the officer turned to the corporal and asked, "Why didn't you help the men?" "Why," replied the corporal, with dignity, "I am a corporal." "And I," said the officer, "am General Washington. Report to me at headquarters immediately."

Some critics have gone so far as to assert that Washington was a man of no great intelligence. Well, here is a quotation from a letter written by him to a man who wanted him to attempt to dissuade a woman from marrying some man she had set her heart on, but who did not appear to meet with the approval of her family and friends. "I never did," writes General Washington, "nor do I believe I ever shall, give advice to a woman who is setting out on a matrimonial voyage; first, because I never could advise one to marry without her consent; and, secondly, because it is to no purpose to advise her to refrain when she has obtained it. A woman very rarely

speaks an opinion or requires advice on such an occasion till her resolution is formed; and then it is with the hope and expectation of obtaining a sanction, not that she means to be governed by her disapprobation, that she applies. In a word, the plain English of the application may be summed up in these words: 'I wish you to think as I do; but if unhappily you differ from me in opinion, my heart, I must confess, is fixed, and I have gone too far now to retract.'"

No great intelligence! Humph, that man's name was Solomon, not George.

In view of Washington's great accomplishments, and the many sacrifices he made for his country, it is gratifying for us to realize that he lived in a day when high officials were singularly free from the venomous criticisms and attacks that are so often visited upon the statesmen of our time. Perhaps!

In the periodicals and newspapers of Washington's time, for example, we find Tom Paine saying that he (Washington) "encouraged and swallowed the greatest adulation" and was "treacherous in private friendship and a hypocrite in public life."

Paine also adds, generously, ". . . the world will be puzzled to decide whether you are an apostate or an impostor; whether you have abandoned good principles, or whether you ever had any."

Other admiring fellow citizens charged him with selfish ambition, destructive political ideals, and spineless incompetence. As a soldier, these fellow citizens agreed, Washington should early have given way to someone with at least a modicum of ability, as he had been guilty continually of blunders such as would have disgraced a soldier of three months' standing.

Yes, not even a Washington could please all the people all the time, seldom all the people some of the time, and never some of the people all the time! "The stone that the builders rejected is become the head of the corner." The quotation is from the Bible, not Shakespeare!

A valuable book long out of print was obtained recently through a want ad in the VOLTA REVIEW. It pays to advertise.

WHENEVER I visit a school of lip-reading, I hear a great deal of talk about "observing the visible organs of speech." Pressing more closely for information, I learn that speech itself is far from being identified with the vocal cords alone. In fact, the formation of words and the rapid sequence of words that compose speech may be made with little or no vibration of the vocal cords. The vibration of the vocal cords is of little (if any) use to the deaf person who cannot hear the voice, for he misses the effect of the *sound waves* which these vibrations produce. Of what else does speech consist, then? What part of speech production does the lip-reader observe and understand? To pronounce a word beginning with "L," the tongue is placed behind the upper teeth. If you look in the mirror you will *see* that movement. Therefore, the tongue must be one of "the visible organs of speech." To say "oo," as in "soothe," there is a pronounced forward movement of the lips. This movement of the lips is very plainly seen, and so we know that the lips must be among those "visible organs of speech." The tongue and lips are placed in many and varied positions to help produce other consonants and vowels. Many of these movements are so quick and so slight that they are very hard to see. This subject of lip-reading is a complicated one, and I am getting into it a little too deeply. If you are interested and want to know more about it, go to the nearest lip-reading teacher and she will tell you all you wish to know. You will find it a fascinating subject, then an art, and by that time, you will know so much about it, that you will no longer miss your ears the way you did before.

If human speech can be produced by the clever manipulation of tongue and lips, assisted by the teeth, mouth and throat cavities, vocal cords and muscles of the face and throat, why on earth can't animals learn to talk as we do? Dr. Alexander Graham Bell (see *American Magazine*, for November, 1921) tells of how he trained a skye terrier to say, "Ow ah oo, Ga ma ma?" (How are you Grandmama?), by working the muscles of the dog's throat and lips. But he had to give up the experiment because the dog would never do it of *his own initiative*. Now, why wouldn't he? Why don't other animals with good lips and tongues and vocal cords learn to imitate human speech, and talk? I think the general conclusion is that they lack the intelligence and reason that is given to us. Perhaps. Perhaps.

But I know a bird, a little bird, not as long as my arm, with gay and gaudy feathers. He hasn't any lips—just a stiff beak—and I've never seen his teeth (if he has any). His tongue isn't as large as one of the prongs of my manicure scissors. I have no reason to believe that he has more intelligence than Dr. Bell's terrier or my horse or your cow, and yet he can say the most astonishing things in a most accurate way, as well as you or I. The parrot doesn't know what he is talking about, perhaps, but the miracle is that he *talks*. Why does he do it—and, above all, *how* does he do it? How does he produce so easily those vowels and consonants that my lips and tongue have long labored over? How does he talk without any lips in a way that would drive a poor discouraged lip-reader to distraction if she tried to watch him? *I don't know, DO YOU?*

Apropos of lip-reading, I wish to quote the following letter from one of our friends.

And now a word about lip-reading. You have invited testimony in your columns. May I offer mine?

In the first place I will say that I am a natural lip-reader and could converse easily with one person at a time—*whose lips were easy to read*—before I came to _____ a year ago. I had heard about the _____ (an organization for the hard-of-hearing) and wanted to get into touch with it, so I came, I saw, and was conquered. By which I mean that I joined the _____ and became a member of one of the evening lip-reading classes. I enjoyed it all; and, like other members found the social element, which the deafened need most of all, most delightful. The very fact of finding so many others in the same boat makes one ambitious of "putting the best foot forward," of multiplying one's courage in numbers; and so each helps all and is helped by all. I was not able to tell, however, how much, or how little. I had gained in lip-reading until I started on my travels to my home town, and had a chance to meet old-time acquaintances. And, frankly, I was disappointed. I want to say right here that I have always found men's lips very hard to read and, since the men members of the _____

preferred not to have mixed classes, we had no opportunity whatever of gaining any practice in reading men's lips. So, of course, I am just where I was a year ago in that respect. A deafened woman traveling alone has many embarrassing moments unless she is prepared to travel without asking for information. I always gain as much as possible before embarking on a trip, but I never complete the journey without having to interrogate some one, or more, men employees on my way. I have often been amused, or annoyed, according to state of nerves, at my attempts to put my question in a form that can be answered by yes or no. Have you ever tried it and succeeded in getting a plain affirmative or negative? Almost invariably I am answered in a sentence of which I seldom get more than half, and it is never the enlightening half. Curious, isn't it? But please do not think that I give lip-reading no value. On the contrary, it is valuable as a crutch is valuable to a crippled limb. But it is only a crutch at best, and I do think that many take

up the study expecting too much and they become discouraged before their course of lessons is finished. As has been said, it is an art, and unless there is some latent ability to start with, I doubt if it can be successfully acquired. Personally I believe the majority of people have the latent ability and they know it not until deafness overtakes them.

Two friends have written me recently in regard to an article on "Faith Healing," published in the September VOLTA REVIEW. I will quote them in full:

There was a piece in the REVIEW that I did not agree with at all. The author practically made the claim (at least it seemed to me that way) that there had never been a real case of cure by faith. Even if this be true, there are thousands who live from day to day, happy in the thought that faith has cured them of

some horrible affliction, and there are thousands praying hourly in all faith that they will be cured, and it seems wrong to me for any well person to attempt to take away this little ray of happiness from the many who can never get one mite of help from any of these would-be know-it-alls, whose chief object in life seems to be to hold the honor of getting the biggest fee. Can anyone believe in God and not believe in faith? Psalm 30:5 says, "Many

OUR FRIENDLY LADY

BY A CORRESPONDENCE CLUBBER

Our Friendly Lady is a treasure,
Unselfishly she seeks our pleasure,
Rightly gives to each a measure,
Of advice and cheer.

Fellowship is aye her watchword;
Regally she holds her throne;
In the joy of all her people,
Ever can she find her own.
Never weary of well-doing,
Dreaming dreams to make them true,
Loving, loyal, sweet and winsome,
Youthful, fascinating too.

Lovely Lady, ever charming,
All your friends will rise as one,
Drinking to your health and fortune,
You should hear the cry, "Well done."

are the afflictions of the righteous but the Lord delivereth him out of them," and Num. 23:19 further says, "God is not a man that he should lie: neither is the son of man, that he should repent. Hath he said, and shall not do it? Or hath he spoken, and shall he not make it good?" Oh! the whole world is founded on faith. The *Christian Herald* has a faith league, and a recent issue quotes many results of the power of prayer which is surely faith. To my way of seeing it, that Walton article could better have been left unprinted.

I personally have a young lady friend whom I have known all my life. For some years we spent the week-ends of the summer months together on my good ship the *Nellepes* or other craft I happened to have on the waters of that beautiful harbor, and gradually she grew very deaf in spite of the best treatment she could procure. Specialists finally told her her eardrums were totally destroyed and that she *never would* hear again. Today she can hear—as fine as silk—holds a very responsible posi-

tion with a large contracting firm and to the best of our belief her hearing was returned to her through the prayers of a friend. All this happened some six or more years ago and is not just a temporary matter. I truly believe there can be many others. Possibly I got a wrong impression from the article mentioned; if so, I humbly apologize for referring to it as I have.

The other friend says:

Do you know anything personally about "Faith Healing"? There has been a wonderful demonstration of it in ——— recently. The evangelist who held a meeting had healing services twice a day all the time he was here. Several thousand people were prayed for and the majority of them claimed to be healed. Every imaginable physical defect was represented, deafness more prominently than anything else. You know my fondness for investigating new things. Of course I have been reading everything I could get on this subject, and have been doing so for several years. If we are going to believe in Prayer at all, I do not see how we can put a little fence around God's power and say, "It can go this far and no farther." How can we limit Omnipotence? But that is just what that article in the *VOLTA REVIEW* on faith healing did. That there is a lot of superstition and foolishness connected with such things in a general public healing mission I have no doubt. But to say that there is no power in the faith that is "the substance of things hoped for, the evidence of things not seen," I wonder if that isn't going too far. I've about come to the conclusion that when the cure fails it is because it is not the genuine brand of faith.

What do you think about it?

I have often received quotations from poems that my readers like, and they are usually so good that I like to publish them for all to see. This one, "Silver," by Walter de la Mare, was sent by the one whom I quoted above. It may already be familiar to many of you.

Slowly, silently, now the moon
Walks the night in her silver shoon;
This way and that, she peers and sees
Silver fruit upon silver trees;
One by one the casements catch
Her beams beneath the silvery thatch;
Crouched in his kennel, like a log,
With paws of silver sleeps the dog;
From their shadowy cote the white breasts peep
Of doves in a silver-feathered sleep;
A harvest mouse goes scampering by,
With silver claws and silver eye;
And moveless fish in the water gleam,
By silver reeds in a silver stream.

I like to hear about your good times. I especially enjoyed the following letter from San Francisco.

In this letter I am going to tell you of the good time we have in the San Francisco

League. Our clubrooms are among the loveliest in this city. We meet at the Clubhouse every Tuesday for a social evening. These social gatherings have proved a boon to many of the people who attend them. You know the tendency of the hard-of-hearing person to withdraw from all social functions, and some of us have been very lonely. But at our League meetings we can forget "our misery" and relax in the knowledge that we have a common bond of sympathy. As a result we become our natural selves and give out the best in us. This summer has been a most pleasant one. We took long and delightful hikes over the Marin Hill to Muir Wood, and climbed to the top of Mt. Tamalpais. During the two days' vacation over Labor Day, the League "camped out." Mrs. Trask and some of the other members, who chaperoned us, rode on the famous crooked railway to Muir Woods. They took all our blankets and cooking outfit with them. The younger members hiked over the trails and met them at Muir Woods for lunch. We slept under the magnificent pines and the next morning cooked our breakfast out in the open air. Can you imagine anything more enjoyable?

We are all very grateful to our president, Mrs. Trask, who organized the League and who has been untiring in her efforts to bring it to its present "place in the sun." She takes an individual interest in each one of us. Our troubles and joys she takes as her own, and is ever ready with words and acts of encouragement and sympathy.

In closing I will leave with you a little message that was given me not long ago, by a dear little lady, who is deaf and cheerful and happy, although many of you might think she had nothing to be cheerful and happy about. It is a quotation from "John Gray" by James Lane Allen.

For the best of us, ideals are of two kinds. There are first the ideals that correspond to our highest sense of perfection and express what we might be were life, the world, ourselves, all different and better. Let these be as high as they may! They are not useless because unattainable. Life is not a failure because they are never attained. God himself requires of us the unattainable. He says to us, "Be ye perfect, even as I am perfect!" He could not do less. He commands perfection, and then—forgives us that we are not perfect! But He does not count us failures because we have to be forgiven. Our ideals also demand of us the impossible in life; but because we come far short of them we have no right to suffer or despair and count ourselves as failures.

Yours for the very highest ideals.

THE FRIENDLY LADY.

1601-35th St. N. W.,
Washington, D. C.

READ

MY

LIPS ?

DJAGETT?**THE ETERNAL "MOUTHERS"**

BY SAUL N. KESSLER

Cheerfully, joyfully would I kill
 The madams, sirs and divers misses,
 Reciting for the eye-strained class
 With moving brows and gruesome
 hisses.

Playfully, gleefully would I cut
 Them short from their careers, no
 credit
 By me would e'er be claimed or sought
 Let me but smother their "Djagetit?"

**SEGREGATED PRIMARY ORAL DEPARTMENT AT
FLORIDA SCHOOL FOR THE DEAF**

ON December 13 the Wartmann Cottage, the first unit of the Segregated Oral Department of the Florida School, was dedicated with impressive ceremonies. The *St. Augustine Record*, in an extensive account of the program and speeches, said in part:

Wartmann Cottage is a new primary building to be utilized by deaf children in the primary work. Thirty of them will live there, be instructed there and there make their homes; and, being isolated from the sign language of the older students, will learn lip-reading and speech more readily. There are three large class rooms which will be used by

the three classes, ten children in each class. There are dormitory accommodations in the structure for thirty pupils, three teachers, the house mother, Mrs. Ricks, servants, etc. The sleeping, dressing quarters and baths for the boys are in the east end of the building, and those for the girls at the opposite end of the home. The kitchen and dining room are modernly equipped and spacious. The quarters for servants consist of three rooms and baths. There are also large sleeping porches for both boys and girls. In fact, the entire plan of the building has been well thought out and is in keeping with the modern idea in education—small cottages in place of large dormitories in which the personal touch and home life are missing.

WARTMANN COTTAGE, FLORIDA SCHOOL FOR DEAF

The cottage is named for Mr. E. I. Wartmann, of Citra, the senior member of the State Board of Control, which directs the affairs of all the educational institutions of the State. Mr. Wartmann has displayed especial interest in the School for the deaf and its pupils, and it is generally felt that the naming of the new building in his honor represents a wise choice.

The work of various departments of the school was reviewed and explained by several members of the faculty. Of the remarks of Mrs. S. M. Moore, head of the oral department, the *Record* says:

Mrs. Sidney M. Moore was called upon to speak of the training of the deaf and in a few well chosen words interestingly outlined the splendid work of the department of which she is the head. She said she and her associates in the work had hitched their wagon to a star and hoped eventually to have their graduates so well equipped that they would be able to go out and enter the colleges of the country with their hearing brothers and sisters.

Senator MacWilliams, "the most experienced legislator in Florida," spoke of his pleasure in working for the school, and said that,

During his twenty-two years as a legislator this school had been his inspiration, for it was a privilege, not as a charity or a benevolence, but as a right, to speak for those who could not speak for themselves and to see for those who could not see for themselves.

Miss Daisy B. Wilson, a member of the faculty, gave a beautiful tribute to Mr. Wartmann, whose portrait was unveiled during the exercises.

The Florida School is to be congratulated upon this excellent addition to its equipment.

IN SPITE OF A HANDICAP

"I was handicapped for my regular work in teaching because of growing deafness, so I took a business college course, and taught shorthand and typewriting and spelling and business English, very successfully to a large number of high school pupils in Minnesota. At free periods I presided over the assembly room and conducted the music work. I had almost double the work of any teacher in the corps, and yet I was the only teacher who was hard of hearing. I think it was fairly creditable considering that I could not read lips nor use an instrument successfully.

"In the latter part of January, I shall enter the — School for a course in lip-reading."—
Extract from a letter from Mrs. J. H. Guerin.

EXTRACTS FROM THE PROCEEDINGS OF THE SECOND ANNUAL MEETING OF THE AMERICAN ASSOCIATION FOR THE HARD OF HEARING

(Continued from the January number)

SECOND DAY

THURSDAY, JUNE 9

HAROLD HAYS, M.D., Presiding: The first part of the program this morning, which has to do with the business end of the League, is merely a matter of detail, and I have been asked to assume the position of temporary chairman.

According to the by-laws, at all meetings of the Association twenty-five members, including delegate members, shall constitute a quorum. As there are over twenty-five members here this morning, we have a quorum to proceed with business.

The next thing on the program is the reading of the minutes of the last annual meeting. Miss Timberlake.

(Minutes of last annual meeting read by Miss Josephine Timberlake, and accepted.)

CHAIRMAN HAYS: As you all know, the rest of the business of the organization since the annual meeting has been conducted by the Board of Managers, who have had three meetings during the year. At the first of these meetings a change was made because of the death of Dr. Horn of San Francisco. Dr. Talbot R. Chambers of Jersey City was put in his place on the board.

The next report is the report of the treasurer, Mrs. N. Todd Porter, Jr.

TREASURER'S REPORT

(Prepared by the treasurer, but not read by her at the convention.)

For a period of four months, ending April 30, 1921:

Balance December 31, 1920...	\$160.27
Receipts: Dues and Contributions	\$595.00
Interest88
	<hr/> 595.88
	\$756.15
Disbursements: Typewriting	3.05
Printing and Postage	30.89
Panels for Exhibition	29.00
	<hr/> 62.94
Balance April 30, 1921	\$693.21

CHAIRMAN HAYS: The next is the report of the Nominating Committee. Miss Timberlake will read it.

MISS JOSEPHINE TIMBERLAKE (Reading):

American Association for the Hard of Hearing:

Your Nominating Committee met, three members, a quorum, being present: Mrs. R. C. Dewey, Miss McDermott, Dr. T. R. Chambers, and they

1. Recommend the formation of an Honorary Board of Managers.

2. Recommend for members on this Board
Mr. Thomas A. Edison
Dr. Graham Bell

3. Recommend as members of the class of 1924 managers:

Mr. S. W. Childs
Harold Hays, M.D.
Mrs. N. Todd Porter, Jr.
Miss Josephine Timberlake
David Harold Walker, M.D.

Respectfully submitted,

T. R. CHAMBERS, *Chairman.*

[This report was accepted and those recommended were duly elected.]

CHAIRMAN HAYS: According to the by-laws and constitution, the president of your organization is elected by the Board of Managers. To my mind, considering that the Board of Managers meets after the annual meeting, it seems rather an unwise procedure. I think it would be a great deal better to have your Nomination Committee appointed at the previous annual meeting, and have your nomination for president taken from the general society instead of the Board of Managers.

I am going to bring up this matter at the next meeting of the Board of Managers, because I am sure it will be a great deal more satisfactory to have the nomination of your president and vice-president and secretary right from the society itself.

Dr. Chambers has just brought up the fact that we were to have changed the name of our organization from the American Association for the Hard of Hearing to the American Federation of Organizations for the Hard of Hearing.

MISS ANNETTA W. PECK (Reading communications from attorney): Our

Board of Managers has taken up this question of changing the name of the organization to something that will better express what it actually is. There is already the American Association to Promote the Teaching of Speech to the Deaf, and there is a great deal of confusion between the two. Our Board of Managers favors the adoption of the name, American Federation of Organizations for the Hard of Hearing, as being very simple and expressive, although it unfortunately is long.

We have taken steps with our lawyer towards that change of name, and he says that it will be necessary for a special members meeting to be called. I am in hopes that this can be done in the early fall. It was impossible to do it at this meeting, because it has to have advertisement. We could not advertise it in time, so it will have to be done later.

I believe that it is going to be possible for the members to send in their votes if they are not actually able to be present in person. It requires a two-thirds vote.

CHAIRMAN HAYS: This concludes the business part of the meeting, and I shall ask Miss Timberlake now to take the chair in order to conduct the round table.

(The round table was opened by a prolonged discussion of a topic suggested by Dr. Hays, as to whether one local organization, or two, could do better work among the hard of hearing. The opinion was expressed by several members that the Association should state its position as to the advisability of the division or consolidation of local efforts. Other members favored having no preference expressed by the Association, but allowing each local organization to meet its own conditions in its own way. A resolution was offered, but subsequently withdrawn.

As no action was taken on the matter, the entire discussion is omitted, and the space given to the other subjects brought before the round table.)

CHAIRMAN TIMBERLAKE: It is most unfortunate that the representative of the New York League who was to conduct the round table this morning was unable to do so. I feel my responsibility very keenly, but I shall endeavor to do the best I can, under the circumstances, to take her place, and to give every person who

wants to say anything on the subjects that we are discussing this morning a fair chance to do so. I hope all of you will take part.

One of the points suggested for discussion is finances. We should be glad to hear from anyone who has a suggestion to make along that line. Miss Peck.

MISS PECK: The financial problem is one of the worst we have. If we conduct our organization as a brotherhood, it means that all the members should give just as much as they can. If we conduct as a charity it means that we go outside and get big gifts from people who make a tremendous lot of money and do not know what to do with it.

In New York we are trying to work out the brotherhood idea. Everybody profits by the League in some way. I think I may say that the spiritual profit is the one thing that binds all the different classes of people together. Well, it stands to reason that if these people should all contribute a pro rata share of the expense, that we would have no financial problem. In New York we cannot get just that. We have too many poor members, although many would like to contribute a pro rata share. But the great trouble is psychological, that people just cannot grasp the pro rata idea.

We are, therefore, trying out something which may be of help to some of the other organizations, and that is a system of pledge cards, similar to the pledge cards used in churches. Each member pledges to give as much as he can, and to pay by the month. We think it is going to work out very well indeed. The cards have spaces for sums running from fifty cents a month to something like twenty-five dollars, and a blank space for the people who want to give still more. They will be used in place of membership cards. Of course the pledge can be changed at any time. We think that it is going to help, but we still feel that we shall have to go out for gifts from time to time. The great question that has brought up this discussion in our League has been the question of whether we wish our League to be a charity or a fellowship, and the consensus of opinion is overwhelmingly in favor of a fellowship. I daresay the rest of you are working

out similar problems. We should like some light on the subject very much indeed.

CHAIRMAN TIMBERLAKE: In order to hasten matters, I am going to request each person to limit his talk as much as possible, in fact, to two minutes. That should be long enough to present the main points. Has anyone else a suggestion along the lines of finances?

MISS McDERMOTT: We have such awful struggles I would not dare to talk about them.

CHAIRMAN TIMBERLAKE: Is there an organization that has overcome such difficulties? Mrs. Dewey.

MRS. DEWEY: I don't know whether I've a right to talk on this subject. You all seem to have started with so much more plan, so much more organization than we had. *We never thought about money at first.* We didn't have any outgo, so we didn't need any income. We met around at people's houses; we used that club newspaper column I told you about, we agitated, we enthused—and we grew. But it was all so simple. However, when we realized that we needed headquarters, we faced the money problem, but it never occurred to us to ask for money because we could not show sufficient results to warrant it. But here is where I think we used good business methods. We rented a suite of two unfurnished rooms, with bath and kitchenette, and we all donated something from our attics to furnish them. I chuckle now when I think of those rooms, but I give you my word we were very proud of them. We paid thirty dollars a month, and we rented the furnished bedroom and kitchenette (with courtesies that worked both ways) for six dollars a week, thus having an income of about twenty-seven dollars. That left a deficit of three dollars in rent, and the attendant expenses—not large. Then, for the first time, we assessed ourselves dues—two dollars a year—to meet this expense, and also the expense of some printing. Of course, these dues would have been insufficient but for the occasional voluntary contribution.

Our big clubhouse was taken in the same way except that the furnishing required money and a considerable amount

of it. We talked it over and announced to ourselves that we were open for money contributions from ourselves. And they came. Our largest check was for three hundred dollars, and many of them were for one dollar. I would rather have five hundred one dollar checks than one five hundred dollar check! Then we needed more for operating expenses. We had plenty of results to show by this time, so Miss Bowen, our secretary and treasurer, decided that she would tell some business men and elicit their interest as well as their support. They were all interested and all gave, but she'd only reached the fourth or fifth when he said: "Why, this thing's worth while! Send in your budget to the Community Chest." And it was all over.

I realize that to Boston, New York and Chicago, I am lipping in numbers, but there are more cities in the United States the size of Toledo than of these metropolises.

CHAIRMAN TIMBERLAKE: That should be inspiring enough to help someone else. If there is no further discussion along the line of finances, it is suggested that we discuss methods of increasing membership. Mrs. Norris of Boston.

MRS. NORRIS: It may sound like a very strange thing to say, but I am not so sure whether I approve of that, because it has been conclusively proved that each member does not pay, for instance, his own postage. I think what you want to do is to grow slowly and surely. I think that each person who comes in is either going to give money or handiwork. I do not think I approve of large numbers of members where the printing and postage bill is not covered by dues. I believe in growing more slowly and surely, and having your workers help support the work as they come in.

CHAIRMAN TIMBERLAKE: Is there anything else along the line of increasing membership, or not increasing it, as the case may be? Miss McDermott of Chicago.

MISS McDERMOTT: We are doing two simple things that have helped, and it may help someone else to hear about them. One is placarding dispensaries. We have a placard made giving the name and address of the organization, stating

that it is a community organization for the deafened, and that it does three special things: has free lip-reading classes; free employment service, and a social center. We have our membership committee take these placards and place them in all the ear dispensaries; also public libraries, and other public buildings where there is likely to be a large number of people. We have not had a long enough experience to tell you just how successful this will be.

We also have a pledge card, and on that pledge card we say: "I —— member of the League, to show my appreciation of what the League has done for me, pledge to secure one new member." We are giving these cards to all our members, and we hope that this in itself will more than double our membership.

And then we resort to publicity. I suppose like everyone else, we just grab at anything we can to get notices in the newspapers. Our membership is not coming in leaps and bounds, but it is coming gradually. We find that our best advertisement is to get a new member. Members can do more to get others interested than can anything else.

CHAIRMAN TIMBERLAKE: Any further suggestions? Mrs. Laterman of Jersey City.

MRS. CLARA LATERMAN: Jersey City League has had a drive for more members, that is for deaf people, but we have also instituted a drive for passive members whom we feel we need just as much as we do the deafened people to help our organization. Anyone can become a passive member. We have so far several people of normal hearing as passive members, and we find they help us in many ways. They help us in a small way financially, as the membership fee is one dollar a year for passive members. The dollars count up.

We did not do it so much on that account as we did to help us in a social way. We have these small cards printed which we give out to our members, and ask them to pass around among their friends, and also to get their families, if possible, enough interested to join our League. While it is only a small amount to ask them for, one dollar a year, we feel we not only get that but we get the coopera-

tion of all the people in our city who are interested in the League for the Hard of Hearing.

CHAIRMAN TIMBERLAKE: Is there anyone else? Miss Kennedy.

MISS KENNEDY: A means we have used at the guild is as follows: One of our number whom we call a "publicity worker" organized a committee composed of members living in the several suburbs about Boston. One, or more, from each locality as the needs require, serve on this committee, the duties being to spread the knowledge of the Guild in every possible way, either through articles sent to magazines, newspapers, etcetera, or in speaking before large or small gatherings wherever or whenever the opportunity presents itself. We realize that the personal touch of an enthusiastic, sympathetic member is of vital worth in this kind of propaganda. The committee also makes a special point of interesting physicians and ministers in each local community as members of these two professions come in contact with a large circle of people. After trying this scheme for a while, we found our work growing so fast that it seemed wise to hold back a little. We felt we were growing too fast and were losing the personal touch that makes the Guild so valuable. We do not want to run the risk of the old members saying, "Our Guild does not seem to have the spirit it used to have." Nor to risk the new members coming into our midst feeling we are all "too busy" to be interested in them. The method, however, as a means of increasing the knowledge of the work seemed, in our case, to be very successful.

CHAIRMAN TIMBERLAKE: Is there anything further along the line of increasing the membership? (No response.)

If not, I think we have time for one more point. Miss Kennedy has just spoken of the Publicity Committee of the Boston Guild. Now, publicity is a thing that every organization undertakes to obtain. Every organization feels that it can be benefited directly by publicity, and it must be true that every organization has tried in one way or another to obtain it. If any of you have succeeded, we shall be glad to hear how you did so.

MRS. DEWEY: Why not the newspapers. They have helped us a lot.

MISS KENNEDY: THE VOLTA REVIEW.

MISS ESTELLE E. SAMUELSON, of *New York*: I do not know how many of you know anything at all about the National Federation of Business and Professional Women's Clubs. About a year and a half ago they extended an invitation to the employment department of the New York League to form a group and affiliate itself with the National Federation. The idea did not seem at all practical at first, but the Employment Department realized before long that if we could get nothing else from affiliation with this organization we could get publicity, based on the fact that it was a new organization, and anything new does get publicity. We calculated that a certain amount of publicity would come to every new group affiliating with the organization, and particularly so because the group dealt with some particular phase of work that was quite unknown to the general public.

So we formed a small group of eighteen business and professional women. We paid our federation dues of four dollars and fifty cents, that is twenty-five cents per capita yearly.

Out of the Federation we have had a large amount of publicity. At the convention last year they allowed us representation on the program. They gave us a free write-up in their publication, *The Independent Woman*, which has a wide circulation. They gave us a feature article, featuring the work of the group and the work of the League. We have had three additional press notices through this source.

We were intending to advocate on another part of this program the organizing of hard of hearing business and professional women's groups in all sections of the country, so that eventually, possibly by the time we meet next year, we can form the National Hard of Hearing Business and Professional Women's Group, affiliated with the American Association for the Hard of Hearing. I think that we can secure as large an amount of publicity in that way as we can in any other possible way.

CHAIRMAN TIMBERLAKE: Are there any other suggestions along the line of publicity? Mrs. Dewey.

MRS. DEWEY: The civic organizations of Toledo have given us much publicity. The business men's luncheon clubs—Rotarians, etc.—have invited us to speak before them; the Woman's Club (4,000 members); we have talked and demonstrated before the Medical Association, once at their local academy and once before the state convention. All this has been far-reaching.

CHAIRMAN TIMBERLAKE: In view of the value of other suggestions on this program, it seems almost wicked to pass them by without discussion, but also in view of the fact that everyone present is supposed to be at the Speech-Readers' Guild at 1:15, it seems absolutely necessary to bring matters to a close. Shall we adjourn?

(Convention adjourned to 8:15 P. M.)

EVENING SESSION

The only formal evening session of the convention was held June 9, at Unity House Hall. At this meeting interesting accounts were given of various agencies in Boston, aside from the Speech-Readers' Guild, through which work is being accomplished for the deaf and the hard of hearing.

The first paper was that of Mrs. Elizabeth Wade, of the Industry for the Deaf. Mrs. Wade told something of the training given in her establishment and the means by which this training is accomplished. "It requires a vast amount of patience," she said, "to teach them and to gain their interest in their work, but I could recite case after case in which they have made good, girls and boys who are now established business men and women."

Mrs. Wade's paper was followed by a demonstration by pupils of Mrs. Emma Grinnell Tunnicliffe. The pupils, most of whom were deaf or hard of hearing, had been trained in speech, music, dancing, typewriting and the operation of an adding machine, and gave interesting evidence of their progress. Mrs. Tunnicliffe introduced each pupil and explained the work.

At the conclusion of Mrs. Tunnicliffe's demonstration, Miss Jessie C. Hume, Chief Social Worker of the Massachusetts Charitable Eye and Ear Infirmary, made a strong plea for special training for the slightly deaf child in the public schools, the child who has too much hearing to be sent to a school for the deaf, but who should have training in lip-reading, and other special attention.

The illness of one of the members of the New York League prevented the presentation of "A Day in the Employment Bureau," as announced on the program. Accordingly, Miss Hume's paper was followed by a series of clever and amusing cartoons by the Speech-Readers Guild of Boston, after which the session adjourned to 9 A. M. Friday, June 10, at Huntington Hall, Massachusetts Institute of Technology, to meet in conjunction with the section on Laryngology, Otology and Rhinology of the American Medical Association.

THIRD DAY

The morning session, on June 10, was held at Huntington Hall, Massachusetts Institute of Technology, in conjunction with the section on Laryngology, Otology and Rhinology of the American Medical Association. The papers contributed by the American Association for the Hard of Hearing were "Needed Measures for the Prevention of Deafness During Early Life," by Harold M. Hays, M.D., F.A.C.S., and "Social Alleviations of Adventitious Deafness," by Annetta W. Peck, Corresponding Secretary of the American Association for the Hard of Hearing. These papers have already been published in the *Journal of the American Medical Association*, and it is thought wise not to reproduce them here, because of lack of space.

AFTERNOON SESSION

MISS MILDRED KENNEDY, presiding: The first paper on the program is "The Volta Bureau, an Instrument of Service," by Mr. Fred DeLand, Superintendent, to be read by Miss Josephine Timberlake.

THE VOLTA BUREAU: AN INSTRUMENT OF SERVICE

BY FRED DE LAND

In April, 1871, fifty years ago, a tall, slender man reported for duty to the educational authorities of this city of Boston. Through the farsighted and persistent efforts of Miss Sarah Fuller, then the head of Boston's day school for the deaf children, the young man had been engaged to teach the teachers in that school how to use his father's universal alphabet in helping deaf children to speak intelligently.

The young man was only twenty-four years of age, but his scholarly experiments in the field of phonetics had already won for him a membership in the exclusive Philological Society of London. He was an excellent musician, an accomplished elocutionist, a successful corrector of speech defects, a student of electricity and physics, yet he modestly introduced himself as "A. Graham Bell, Teacher."

His instruction to the teachers in the Boston School proved so helpful that other schools sought his services. To afford an opportunity to all who wished to receive his instruction, he opened a private school in Boston in 1872. The following year he joined the faculty of Boston University and there continued to instruct teachers.

In 1875, this versatile young man felt convinced that he had solved the problem of the electrical transmission of speech over long distances, though the mechanism for demonstrating his solution of the problem was not yet perfected. He wrote a letter to his mother, to tell her about the achievement. We could easily forgive him had he told of the many things he would buy for himself when the world became convinced of the value of his invention. But this is what he did write:

"NOW WE SHALL HAVE MONEY ENOUGH
TO TEACH SPEECH TO LITTLE
DEAF CHILDREN"

By 1880, the world had become convinced that speech could be transmitted

electrically, and many honors were conferred upon him. From the Republic of France came the Volta Prize of 50,000 francs. The sum received (about \$10,000 in our money) was used to equip a laboratory for scientific research, which he called the Volta Laboratory. Then he organized the Volta Association, consisting of himself, a chemist and a well-known inventive mechanician.

These three gentlemen carried on the experiments that evolved the instruments now known as the graphophone, the gramophone and the improved form of phonograph, the instruments which have been judicially called "that great invention which is the basis of the sound-recording industry"; an invention which, in the words of the poet, makes the music of the masters "not only the rich man's pleasure, but the poor man's joy as well." The patents for these inventions were obtained by the Volta Graphophone Company, which later became the now well-known American Graphophone Company, after which the Volta Association was dissolved. In that way Graham Bell secured additional funds to promote the welfare of the deaf and the hard of hearing.

Meanwhile in an upper room of the Volta Laboratory he had shelved a large collection of literature relating to all phases of deafness, and had employed an expert genealogist to compile authoritative information concerning many families having two or more deaf children. From these records he secured the information so clearly presented in his scholarly story of the possible formation of a deaf variety of the human race. Following the publication of that scientific work, there came so many requests for further information, that Graham Bell perceived the need of a clearing-house for the dissemination of authoritative information relating to deafness and suggestions helpful to the deaf and the hard of hearing. So he took the maintenance fund of his Volta Laboratory and used it in founding "the Volta Bureau for the Increase and Diffusion of Knowledge relating to the Deaf."

Thus the Volta Bureau was the outgrowth of the earnest desire of a large-

hearted philanthropist to help a relatively small number of handicapped human beings, to whose needs the world paid scant attention.

Occasionally one hears the statement that the Volta Bureau exists solely to promote the intellectual welfare of deaf *children*. That is incorrect. From its very inception, more than thirty years ago, the Volta Bureau has done everything in its power to promote the study of speech-reading among hard of hearing adults, and also to supply literature that would help and encourage adults suffering from the depression that naturally follows an entry into the world of silence.

In 1890, at the suggestion of Miss Sarah Fuller, of Boston, the Volta Bureau issued a booklet on the subject of *Facial Speech-Reading*. Two years later it published a translation of the articles on *Facial Speech-Reading* by the eminent German specialist, H. Gutzmann, M.D. In 1894-95 the Volta Bureau distributed hundreds of copies of Mabel Gardiner Bell's article on *The Subtle Art of Speech-Reading*. It is worthy of note that this article appeared in *The Atlantic Monthly* for February, 1895. It was reprinted in twelve different foreign countries.

The pioneer head of the Volta Bureau was the Hon. John Hitz, a very capable gentleman of scientific bent of mind, formerly in the diplomatic service. Mr. Hitz seized every opportunity to make known the helpfulness of lip-reading, and strove to have many of the popular periodicals call for articles on that subject. If the delegates will visit the exhibit hall they will find in the space allotted to the Volta Bureau, a copy of a letter written by Mr. Hitz, early in 1895, urging an excellent lip-reader to contribute to one of the popular magazines an article explaining how he acquired the art. (THE VOLTA REVIEW was not then in existence.)

What the Volta Bureau has given to the hard of hearing during more than thirty-three years is too well known to the majority in this audience to need further explanation. It is all summed up in the word SERVICE. In the files of the Volta Bureau are thousands of letters

from hard of hearing persons who no longer tread the silent trail fearful and despondent, but again have found a joy in social contact. Many of these letters are veritable benedictions. Can one blame us for being proud of the helpful service the Volta Bureau has so freely given during the lifetime of more than a generation?

In no sense is the Volta Bureau a commercialized institution. It gives no medical advice; has no medicines or remedies for sale, and no favorite prescriptions to offer. It does no teaching, and favors no one particular method or instruction. It simply helps handicapped humanity.

CHAIRMAN KENNEDY: Next comes the symposium on the latest developments in lip-reading instruction for the deafened adult, led by Miss Bruhn and Mrs. Nitchie. I will call first on Miss Bruhn.

MY EXPERIENCES AS A TEACHER OF LIP-READING

BY MARTHA E. BRUHN

June 3, 1921, marked the closing of the nineteenth season of the Muller-Walle School of Lip-Reading in Boston.

When the school was opened in 1902 with three pupils enrolled and one course of 30 lessons planned out, I little dreamed that after teaching the method nineteen years, I would still be writing new exercises. Each year has brought a clearer, deeper, and richer insight into the problems that confront a teacher of lip-reading.

It seems to me that in no other branch of teaching has so much progress been made as in the teaching of lip-reading to the adult deaf. Now almost every large city in this country has one or more schools for the adult deaf, but in 1902 comparatively few people had heard of lip-reading except for the totally deaf child. To some people, even now, the subject is a vague one. Not so very long ago a man entered my schoolroom one morning and said that he wished to make arrangements for taking lessons in lip-reading. He wanted to know how long it would take him to become proficient in the art, the expense, etc. He understood me perfectly, so I said, "How deaf are you? Do you hear my voice?"

"Oh, I'm not deaf," he replied.

I said, "Why do you want to learn lip-reading then?"

"Well, I thought it would be a good thing to know all the languages."

"What do you mean?" I asked.

He replied, "I was told that a lip-reader could understand any language spoken to him."

He was much disappointed when I told him that we did not perform miracles!

At first too, people were skeptical about believing that lip-reading would help. I am convinced that one reason that such progress has been made during the past ten or fifteen years is due to the fact that the majority of the teachers who have taken up the work are lip-readers themselves.

I have recently spent eight months in Europe visiting schools and clubs for the Hard of Hearing in Switzerland and in Germany. In Switzerland I heard of a very fine teacher who is totally deaf and an excellent lip-reader herself. As far as I could judge, she was the most successful teacher there. This teacher can not only read the dialects from the different cantons, but can tell to which canton the speaker belongs. This again proves the value of the trained eye.

If a teacher is to do good work, she must be able to put herself in her pupil's place. The pupil feels that the hard of hearing teacher has an understanding of deafness that no hearing person can have. Of course there are exceptions. I know of several teachers who could not have been more helpful to their pupils if they had not had perfect hearing.

Over 900 students have taken our regular course for beginners at the Boston School. This does not include those who have come to the practise classes, nor the teachers from schools for the deaf who have taken the Normal Course. Young women who started with the regular course became so interested in the work that they took up the Normal Course, and now they have schools of their own in different parts of the country. They are all hard of hearing and they have practically regained their places among their hearing associates. Here then is a field of work for the hard of hearing, and one in which I believe they can excel.

Each year we have added some new courses, trying not only to teach lip-reading, but to make it worth while to the student in other ways. Only a few days ago a pupil who has been coming to the school for three seasons, and who is one of our best lip-readers, told me that she wished to enroll for the fall term. She says, "I learn so much besides lip-reading that I want to keep on."

A large proportion of our pupils are persons who, having enjoyed the study of the great masters of art, music, literature, science, etc., or having been active in social work, find themselves shut out of their favourite occupations and enjoyments. For such students new and interesting courses have been introduced into our schools, the subjects varying according to the wishes and tastes of small groups, or even individuals. One year's class specialized in art; and discussions on the lives of artists, fresco and mosaic paintings, old Egyptian works of art, etc., were held, each pupil supplying four or five sentences on the subject for the day. These sentences were read from the lips of each pupil in turn. This home preparation of a subject is far more significant than it appears to the casual observer. This simple research work may require a visit to the Public Library; it may necessitate questioning at home; it may lead to a visit to the Art Museum, and last, but not least, it makes the pupils feel that they are not only receiving, but *giving*, and out of this simple little beginning of the spirit of *service rendered* may come forth richer fruits than we ever thought of. To hear one pupil say to another, "Miss So and So always has something to *give*," is a great step nearer the high ideal for which we are striving than the mere compliment to Miss So and So that she is an excellent lip-reader.

While abroad I have worked out a new progressive conversation course, which is to be introduced into our school next fall. Almost every pupil will tell you that he reads his teacher's lips readily, but finds it difficult to understand others. I believe this is principally due to the fact that he does not have enough opportunity to practise with his fellow students. Our pupils have three teachers from the very first lesson, besides practice with normal

pupils and in classes. But every teacher of lip-reading who has had normal training will unconsciously speak distinctly. I have seen our syllable drills given with almost no lip movement and yet be absolutely plain and easy for a pupil to read. In my new courses the speaking is to be done by untrained lips, the teacher merely supervising the work. I have tried some of these exercises with pupils during the past years, and the good results obtained led me to perfect the courses.

Now while I believe firmly that such work is necessary in the schools for the adult deaf, I also believe in having a good method as a foundation.

What is a method? A method is a way—a suitable or convenient arrangement, with a view to some end. We do not learn a method for the sake of the system, but to attain our end more rapidly and to lay a solid foundation upon which to build proficiency.

The study of lip-reading, like any other subject, can be facilitated by a good method. Familiarity with the principal movements of the visible organs of speech is as necessary in reading the lips as a certain amount of technique is necessary in the study of music. That these movements must be presented to the student in a systematic and well-graded order is equally important.

Perhaps some one will say, "I have met a deaf person who reads the lips almost perfectly who has never studied any system." My reply is this: There are musicians who play an instrument and artists who paint pictures without having had any instruction in music or art, but they are exceptions.

Methods are roads that help to guide the great masses of students who cannot go unaided. Methods vary. A *good* method is unquestionably one by which the *greatest number* of people can be guided to that end which it is the object of the method to attain. Furthermore, a good method is one that does not leave the student stranded somewhere with a head full of difficult rules, but rather one that has "put him on his feet," so that he is able to continue alone toward perfection, which he would never have been able to accomplish without that method.

In learning to present this subject to my pupils I soon saw that although they were all "traveling on the same road," in no other branch of education did the personality of the student play such an important part as in the study of lip-reading, and the teacher who wished to succeed must bear this in mind. To some the road seems rough, to others it seems long, and to the timid almost an impossibility, and each student must have individual guidance to suit his or her need.

My experience in teaching deaf adults has convinced me that the Muller-Walle Method is "facing the right way." To briefly sum up the fundamental ideas underlying our method:

1. Rules and syllables to form a solid foundation.
2. A broad experience in putting these rules to practise, e. g., giving the pupils the opportunity of reading from as many different lips as possible.
3. A gradual slipping away from these rules, aiming toward the final step, namely,
4. The unconscious adaptation of the rules by the student in natural conversation with his fellow-men.

Education is what is left after we have forgotten what we have learned.

This, then, is the motto of the Muller-Walle method, namely, to supplement the rules, exercises, etc., that every speech-reader ought to know, with so much practical experience that after he has "forgotten" the rules, what is left will be his education in lip-reading.

During my recent visit abroad I was impressed by the number of lectures and religious services held for the hard of hearing, both in Switzerland and in Germany. The majority of these are conducted by means of the multiphone, although any user of the same will admit that without lip-reading he would not be able to understand. I attended several of these lectures. I had never used one of these electrical aids for the deaf, and because those that I had tried did not help me, always supposed that I was too deaf. Therefore, my surprise was great when I actually heard the speaker's voice *plainly* at a lecture given in Berlin. I did have to read the lips too, but the joy of

hearing a human voice again, after years of silence, was so great and made the lip-reading so much easier. If we could have the multiphone placed in our various clubhouses and have more lectures, I think it would not only bring enjoyment to our members, but would be practise in lip-reading, at the same time. To follow an entire lecture, when one does not hear a sound, is a strain.

Another part of the work among the deaf that was interesting and new to me was the teaching of children with defective hearing, but normal speech. None of these pupils were deaf enough to be pupils in an institution, and many of them will not be totally deaf until they have passed the school age. From the work I have seen among these children, I am convinced that we cannot begin too young to have our hard of hearing children begin to read the lips.

The arrangement of the classrooms for these children seems to me to be admirable, and worthy of notice. The desks are arranged in horseshoe shape, enabling pupils to read from each other's lips without moving. The light comes from behind, on dark days artificial light being supplied. The plan of the work is the same as that followed in the public schools for hearing children, with the addition of lessons in lip-reading, articulation and auricular training. The classes are small, never having more than ten pupils.

The slightly hard of hearing child, without any defect in speech, who is able to remain in the schools for hearing children, ought to receive instruction in lip-reading too. In Berne, for instance, every hard of hearing child of elementary age receives instruction in lip-reading *out of school hours*, so that he may be able to keep up with his class.

The lessons were given in four groups, each group having two lessons a week. What a grand opportunity for these little folks! The value of what they are learning now, without realizing their affliction, can only be estimated by those of us who know what lies before them.

The work has already been started in this country. Lynn, Mass., and Rochester, N. Y., are two cities where graduates from our school are doing good work

along this line. But the school board in every large city should consider the necessity of adding lip-reading to the list of studies taught children in the public schools. Out of all the children in the Boston schools who were examined during the school year of 1920-21, it was found that 1,399 had defective hearing.

In closing, I wish to address a word especially to the aurists. We need your

cooperation. There are still too many who think that lip-reading is a last resort. A great deal of nervous strain would be spared a person who is growing deaf if the aurist would recommend lip-reading at once and say to his patient what the late Dr. Clarence Blake said to me: "God never closes a door but He opens a window." The deaf person's window is lip-reading.

(The Proceedings will be concluded in March.)

SOME LANGUAGE DIFFICULTIES

A Continuation of the Symposium on Language Development in Intermediate Grades opened by the Lexington Avenue School, in the January VOLTA REVIEW.

BY ANNIE McDOWELL ERVIN*

THE subject of language teaching in intermediate grades has been thoroughly explained from time to time by some of the most efficient teachers in the profession. As there is very little difference in our methods of presenting most of the subjects taken up in the papers, I shall not attempt in this article to cover the whole ground of intermediate work, but will confine myself to a few points, hoping that I may be able to say something that will be of help to my readers.

While I have had a good deal of experience in intermediate language teaching, my work in recent years has been in the advanced grades. I think I am not exaggerating, however, when I say that fully half of my time has been spent in correcting work that should have been mastered in the intermediate and primary grades.

Take, for instance, the subject of questions. I have found the pupils coming to me hopelessly mixed in the question forms. They ask such questions as: "Did Edison dead? Did he went to town? Where is Roosevelt bury? Whom did she married? Why did he went?" What caused this state of affairs? It may be the questions were given too rapidly. It may be the children did not have sufficient drill in writing the interrogative form of verbs, or it may be the question forms were not kept before the pupils long enough to make an impression on their minds. When I was teaching young

children I kept on the wall slate a list of about twenty verbs that they knew. As the question forms were taught, I wrote them above the present tense in some bright colored crayon. I used the colored crayon as it attracted their attention and helped to fix the form in their minds. This is the way I wrote them:

May ?
Have ?
Can ?
Has ?
Do ?
Does ?
Did ?
Will ?

<i>Present</i>	<i>Past</i>	<i>Future</i>
come	came	will come
go	went	will go
want	wanted	will want

After the progressive forms had been given, I added the present participle. Over it I wrote the auxiliaries used in the interrogative form, as:

Present Progressive { am ?
is ?
are ?

Past { was ... ?
were .. ?

—ing

<i>Present</i>	<i>Past</i>	<i>Future</i>	<i>Present Participle</i>
come	came	will come	coming
go	went	will go	going

After teaching the present perfect, I gave the principal parts of the verbs with

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the auxiliaries for the perfect tense written above the perfect participles, as:

		have ?
		has ?
<i>Present</i>	<i>Past</i>	<i>Perfect Participle</i>
love	loved	loved
go	went	gone
come	came	come
run	ran	run
want	wanted	wanted

I also gave a list of the adjectives they had had with the question forms written above, as:

Am I ?
 Are ?
 Is ?
 Was ?
 Were ?
 Will be .. ?

Adjectives

sick
 well
 happy
 sleepy
 hungry
 tired
 thirsty

There is nothing new about this work. It is as old as the hills, but from the work I have seen in some of the schools of late years, I have decided that a little more of the old fashioned methods would do no harm. We should have some means of covering these charts, either with a shade or curtain, and should frequently require the pupils to ask questions without the aid of the chart; otherwise they will become dependent on them and will make no effort to learn the forms. I believe that when the charts are kept before them the majority of little children absorb such work unconsciously with very little effort on their part or that of the teacher.

I suppose all of us have been guilty of having pupils take a page of declarative sentences and change them into interrogative ones. A little of this work may be helpful, but, if carried very far, it destroys the whole meaning of questions. Most of the pupils I have found could answer questions fairly well, but showed a particular aversion to asking them. If they were required to do so, they asked only questions to which they already

knew the answers. Perhaps in so doing they were imitating their teachers. We do so much of this in seeing if they have understood their lessons. It is very important for our pupils to be able to ask intelligent questions. Hearing children gain most of their information by questioning their elders. It is tiresome, of course, to be bombarded with questions, but when we consider how much the normal being learns by this process, it is most decidedly worth while to give the pupils this means of gaining knowledge.

This is one of the points I have been struggling with for a long time. I have found it a very difficult problem to undo the habit the pupils have of sitting still and letting the teacher do it. They seem to look upon the teacher as a sort of machine to grind out questions which they are to answer if they happen to know, and feel so inclined.

In trying to cultivate the habit of question asking, I have found one of the most effective means is to talk with the pupils, make them forget themselves, tell them bits of news about myself, my friends and other persons in whom they are interested. I require very little of them at first, but gradually they begin to tell me about their own affairs. I bring pictures, such as we find in the Sunday editions of our city papers, to the class room, put them up where the children can see them and tell them just a little about each person or thing. It is wonderful how soon they become interested. If they see the name of one of those persons in a paper or magazine, they endeavor to read enough about him to be able to tell me about it the next day. Then I begin to write little news items from the papers on the wall slate each day. The children enjoy this immensely. They are eager to read the news. Then is when the questions begin to come spontaneously—real, live questions. They want to know more about these things. There is no way to find out but by plunging in and asking. They forget to be timid and ask all manner of questions. Do they make mistakes in language? Yes, a great many, but they are learning to ask intelligent questions. I try to make notes of the worst mistakes

I notice at such times and drill on them later.

I think we should not depend on oral questions alone, though they are far more important than the written ones, for we ourselves ask fifty oral questions to one written one. Still they need some written work to fix the forms.

I frequently write five or six short items of news on the slate and tell the class to ask ten questions about the news. In correcting this work, I cut out all questions that show no thought, or to which they should have known the answers. I sometimes write a single sentence, such as, "Someone is coming to see us today. Ask me three questions." Or, "I am going to spend the week-end in L—. Ask me some questions." We should not give such subjects as—"I saw a squirrel. Ask me ten questions." No one could possibly ask ten intelligent questions about such a sentence. The child is forced to ask such questions as—"How many feet had it? How many eyes had it?" Things that they already know. We should guard against giving such work.

I have found the pupils need more drill on answering questions that require the use of prepositions in the answer, as: How carry—? How—used? What—for? How eat—?

They are usually weak on all questions containing the clause—"do you think." I have repeatedly seen the following mistakes,—*"Do you think how is Mr. Wilson? Do you think what he is doing? Do you think why he bought a house in Washington? Do you think how much he paid for it?"* I have tried to correct this by writing the questions on the slate with the first word written in some bright-colored crayon. I have also given the following exercise orally:

Ask me how I think ex-Emperor Charles was taken to Madeira.

Ask me why I think he was sent there.

Ask me who I think went with him.

Ask me what I think they will do with their children.

Ask me how many miles I think Madeira is from Africa.

Then have them write questions using these forms on given topics.

They should have thorough drill on all questions containing the clauses—do you think, do you suppose, do you intend, do you expect, as:

When do you expect to go home?

What do you suppose is the matter with my watch?

How long does Marshal Foch intend to stay in Washington?

I find many pupils have difficulty in answering the question—How long does it take—? They need drill in giving both long and short answers to this question. They make such mistakes in their connected language work, as—I cut my finger. It took it to get well for three weeks. It took me to iron my waist for twenty minutes. They also make this mistake in stating problems in arithmetic. In addition to the usual questions, I sometimes give simple problems to which they must give the full answer; as,—If it takes a man twenty minutes to walk a mile, how long will it take him to walk three miles? It takes three hours to drive from here to Asheville. How long will it take to drive there and back?

In preparing our pupils for text books, we should give some work in condensing the thought of short articles found in books or newspapers. They need this work all through the course. The articles need not be long, a paragraph is often sufficient to give them the practice that they require. In the work we should impress on them that they need not change every word in the article, but to give the leading thoughts. The habit of having the children change the language may be carried too far.

I am a great believer in giving short lip reading stories for reproduction. The daily papers often give little items that make splendid stories for this purpose. The children like new, fresh stories better than those from books. I have sometimes given them long stories to bring in certain language expressions. These I do not always have them reproduce. They enjoy little incidents from real life. These we can frequently hear from the people about us.

The pupils I taught last year were unable to use the prepositions *above* and *below*, *between* and *among*, *during* and

since correctly. There seemed to be little excuse for their not knowing the first two. I think the words must have been contrasted when they were first given. I have come to the conclusion that it is very dangerous to contrast such words when giving them to small children. The older children can reason out the difference. We should never contrast the prepositions—*in* and *out*, *above* and *below*, *into* and *out of*, *in front* and *behind*—in teaching small children till we are sure they know the meaning of each perfectly.

A little more common sense in giving action work might produce better results in language than we are now finding in our schools. The objects we use in this work are very important. We cannot expect a child to remember the prepositions, pronouns and verbs if we do not make the work real. I have seen teachers give such commands as—"Put the book on the table. Put the book behind the radiator. Put the book under the chair." Using the same object each time, and in the last two commands using the book in a way that we would never think of doing. I believe the children receive confused impressions from such exercises. Worse still is a teacher who gets her basket of toys and says: Put the sheep on the table. Put the cow on the chair. Now cows do not sit on chairs, neither do we put sheep on our tables. We should give them something that we really do; changing the objects frequently and making them just as striking as possible. It requires some forethought to arrange action work that is worth while, but it can be done, if enough attention is paid to it.

The verb is, of course, the most troublesome part of speech in the English language. Within the last few years, I have had classes in which a large number of the pupils had no conception of tense. They told me frankly that they did not know one from another. I could well believe this when I saw them floundering about in a sea of words trying to find the language they needed to express themselves. This condition seems inexcusable. Dr. Davidson's verb chart has been a great help to me in

trying to give pupils who have become confused some idea of tense.

In teaching the passive voice, we should avoid a nonsensical use of the verb. I have known teachers to have pupils conjugate the verbs *dig*, *bury*, *write*, *kill* in the passive voice. How does this sound?

I am dug
You are dug
He is dug

We are dug
You are dug
They are dug, or

I am killed
You are killed
He is killed

We are killed
You are killed
They are killed

The only verb that I should feel justified in conjugating in the passive voice is the verb *tax*. If we wrote, "I am taxed, you are taxed, he is taxed," it would be perfectly true and logical at the present time, but I would not advise giving it to a small deaf child. He might miss the point. I never have a verb conjugated in the passive voice. I find that a synopsis answers every purpose, is easily explained and permits the selection of nouns and pronouns to suit the verb. For example, I say—Write a synopsis of the verb to *make* with the pronoun *it* in the passive voice. The child writes:

Present—It is made

Past—It was made

Future—It will be made

Present Progressive—It is being made

Past Progressive—It was being made

Present Perfect—It has been made

Past Perfect—It had been made

In starting pupils to write original sentences using the passive voice, I give them a noun to suggest an idea, as,—
Make statements using the passive voice:

Present tense to catch seals in Alaska

Present tense to bring oranges from Florida

Present tense to raise strawberries in Florida

Present tense to sell sugar at a grocery store

Information lessons on almost any subject bring in the use of the passive voice. Take for example a lesson on bees, paper, camels, leather. Note how many of the verbs are passive. Such lessons help to teach this form of the verb in a natural way.

Some pupils have become confused in the use of the conjunctions *and* and *but*.

I have had success in helping them understand the difference in the meaning of the two words by asking numerous questions that required a double answer, as—Haven't you a pencil and a fountain pen? The child says: I have a pencil, but I haven't a fountain pen. Then I ask: Can you speak English and French? The child says: I can speak English, but I can't speak French.

My conversational period has been most helpful both in improving the pupils' language and in developing the general mentality of the class. Such periods may be hopelessly dull or a real joy; it depends largely on the teacher. I have found it difficult to get the pupils started in this work, but the final results have justified the effort.

For the last few years, I have done a great deal of connected language work. I give the pupils themes that will bring out some incident in their own experience. This work requires less time, gives greater variety of language and is not so tiresome to correct as the longer stories. There is nothing more exhausting than looking over reproductions of stories told in more or less the same language by from thirty to forty pupils, as often happens in rotating classes. Some such reproduction is necessary, of course. It strengthens the memory, but the short exercises may often be used in place of the reading reproduction. The following are a few of the subjects I have given:

My first recollections of this school
 What happened while mother was away
 My earliest recollections of Christmas
 An automobile trip
 An April-fool joke
 An amusing incident
 Some queer ideas I once had
 Picking berries
 Making mud pies
 A mountain trip
 An imposter
 My birthday
 A tramp
 A dream
 Making candy
 Some of my toys
 My dog
 A fishing trip
 A visit to my grandparents
 A habit and how it was cured
 A robber
 A bird's nest
 Going nutting

I always give the pupils four or five subjects and let them choose one. To start them off, I tell them orally some of my own experiences. These I do not require them to reproduce, but they suggest to them something that has occurred in their own lives, and bring out many a half forgotten incident that they have never told for lack of language.

After the stories have been written and corrected, I allow them to read one another's stories. This affords them pleasure and amusement. I sometimes give them only a word or two and ask what that word makes them think of. This often brings up recollections that result in very pleasing little stories. These are some of the words I have given: Thanksgiving, Hallowe'en, a Jack o'lantern, Grandmother, Easter rabbits, New Year.

I have also given a number of dates, telling them to select a date and tell me something interesting that happened at that time; as, Tell me something that happened in—

1912	1917
1913	1918
1914	1919
1915	1920
1916	1921

Of course, there are always some who say they cannot possibly think of anything. If they still say this after I have given them a reasonable amount of help, I often suggest that perhaps they may think of something if they stay at recess. This usually causes them to have an idea at once.

Below are given two examples of the pupils' work along this line. I regret that I have not kept some of the best of their stories. Some minor mistakes have been corrected, but they are for the most part, just as the pupils gave them to me.

TWO IMPOSTORS

Several years ago Jessie Patterson told me that a man living in Salisbury did not like to work. He and his wife pretended to be deaf. The woman put a placard on which was written—"We are deaf and dumb. Please help us," on her chest and sat on a wheel chair and her husband pushed it.

One day when they were on the corner of the street, a policeman came and talked to them. They were quiet and said nothing. He tried to write to them on a pad, but they pre-

tended not to understand him. A thought came to his mind. He knew a girl friend who was deaf. He telephoned to Mrs. Patterson, the mother of the deaf girl, Jessie, and asked her to let Jessie come there. She went to the corner. The policeman told her to talk to the deaf couple on her fingers. They did not know what she said. The policeman knew they had deceived the people and they were arrested.

A FUNNY MISTAKE

On my sixth birthday my mother told me to go to the post office to see if there was any mail for me. When I went into the post office, I found that there were many people waiting, so I had to wait. When I went to the window, the postmaster asked me what my father's name was. I said, "Papa." He said, "Oh, I don't mean that. I want to know his name." I said, "It's Papa." After awhile some one who was behind me asked me my name, and I told him. Then the postmaster knew me. He gave me many letters. The postmaster laughed at me, and said I was a funny boy. I was sorry I had kept the people waiting for me. I suppose I must have amused them for many of them laughed at me.

I sometimes give this exercise: "Tell me something that is suggested to your mind by the following:

I was never so surprised in my life!
I laughed till I cried.
I certainly was sorry.
We had a delightful time.
We were very much disappointed.

I feel that this work has given me a better understanding of my pupils and has done more to show me what language they needed than any language exercise I have ever given. This work can be done just as successfully in the intermediate grades as in the advanced. In fact these pupils were doing sixth and seventh grade language, as you see by the stories.

Another kind of language work I have found especially helpful is short lip-reading stories. I believe in making these as up-to-date as possible. For this reason I get most of my stories from the daily papers. These little stories do not always appear just when I need them, so I am on the lookout for them and write in a book kept for that purpose. I also use little incidents from real life that I hear from time to time. I find no trouble in adapting the language to suit the class.

I keep a book for the mistakes I find in the connected language. I use these

as a basis for my drill work. Once in a while I give the pupils from ten to twenty sentences containing their own mistakes and require them to correct them.

I am afraid to begin to tell what I think of reading for fear I shall never stop. There is nothing greater we can do for a human being than to cultivate in him a love of reading good books.

I think one reason why so many children do not enjoy reading is because they do not know how to visualize. The words mean nothing to them. It makes a story much more real if in the beginning the teacher reads to the class. That is by having the children look on their books just enough to follow the story while the teacher reads. In this way hard words may be explained, questions answered and a real interest created in the story. Afterwards the pupils should be required to read the story over once alone and give some evidence of having understood it, either by answering questions or reproducing it. I am strongly opposed to reproduction until the children have begun to enjoy reading. I think it does away with their pleasure and often gives them a violent distaste for reading. For starting independent reading, I have found my scrap books more helpful than any thing I have ever tried. I think it is a good plan to talk to the pupils about some object and then tell them where they can find more about it. They usually respond very readily to such suggestions.

In one of the institutions for the deaf, they used to have a little paper published daily at the printing office to be used in school. It furnished much of their reading matter. It is a pity such a good plan was ever given up. Our school papers should be made more adaptable to our needs. A little paper, containing short stories, not copied from other papers, brief items of news, stories by the pupils relating incidents in their lives, exercises in language, current history and other subjects, would be of inestimable value to the teachers and an inspiration to the pupils. Such a paper could be published as a supplement to the regular school paper, but it would require the greater part of the time of some capable teacher who thoroughly understood the needs of the school.

Let us hope that in the near future our schools may each have such a paper and that the good work found therein may be passed on from one school to another, thus solving the all-important question of reading for our intermediate grades.

MISS CAROLINE A. YALE

A report has been widely circulated throughout schools for the deaf in the United States that Miss Yale, the Principal of Clarke School, Northampton, Mass., is to retire at the end of the present session on account of ill health.

Miss Yale's value to the whole profession is so generally appreciated that it is reassuring to learn that this is not the case, and that her connection with Clarke School does not seem likely to be severed at present. It is planned that later much of her time shall be given to the work of the Normal Department and to the Research Department which it is proposed to establish and for which funds are now being raised.

INTERESTING MEETING OF CHICAGO MEDICAL SOCIETIES

On November 9, 1921, the Medical, Laryngological and Otological Societies of Chicago held a joint meeting of great interest to those concerned with the problems of deafness.

Opening the meeting, Dr. Max A. Goldstein, of St. Louis, told of efforts being made throughout the country for better instruction for deaf children, and emphasized the responsibility owed by otologists to these unfortunate little ones.

At the conclusion of Dr. Goldstein's remarks, classes from three oral schools in Chicago—the Parker Practice School, the Beidler School, and the Alexander Graham Bell School—gave demonstrations of speech, rhythm work, and lip-reading. Among the pupils were a group of hard of hearing children from the Alexander Graham Bell School, who showed how helpful lip-reading could be made to those only partially handicapped.

The paper and demonstrations were discussed by Miss Mary McCowen and Dr. Frank G. Brunner.

Dr. George E. Shambaugh spoke of the problems of the adult hard of hearing, from the standpoint of the otologist. He said that otologists as a class had been slow to appreciate their obligation to those cases of increasing deafness which are not amenable to treatment. Fortunately, he added, there has grown up an institution the aim of which is to ameliorate the condition of those who are losing their hearing. Dr. Shambaugh believes that it is the duty of every otologist to aid in

every way possible the establishment of organizations such as the Chicago League for the Hard of Hearing, which aim "not only to assist in bridging over the chasm created by loss of hearing, but as well in solving the social and economic problems of these cases."

Dr. Shambaugh also discussed various kinds of hearing devices, and the responsibility of the physician to give proper advice in regard to the use of such aids, as well as in regard to the study of lip-reading.

Miss Valeria McDermott, Executive Secretary of the Chicago League for the Hard of Hearing, spoke of the work of the League as beginning where that of the otologist ended. She gave typical illustrations of the service which the League had been able to render to those of all classes, and outlined the plans of the organization for a community house for the deafened, an extension of the employment department, and the establishment in co-operation with the Chicago Department of Health, of an ear clinic in the public schools, for preventive work.

Miss Gertrude Torrey, Dr. Norval H. Pierce, Dr. Joseph C. Beck, and Dr. Elmer L. Kenyon discussed the papers of the evening.

Meetings of this kind are of inestimable value, and those who planned for this joint session of the Chicago societies should have the thanks of all who are interested in the welfare of the deaf.

HOUSTON CLUB FOR THE HARD OF HEARING

At a meeting on November 10 the Houston Club for the Hard of Hearing was organized and temporary officers elected. The purpose of the club is not charity, but fellowship, for all who are handicapped by any degree of deafness. Whether you read lips, use a hearing device or manage to communicate without either, you will be welcome at the next meeting of the club, which will be held at 1610 Webster avenue, on December 8, at 3:30, when plans for future activities will be discussed.

Already plans are being made for a free class in lip-reading. Any one who wishes to join this class may phone to Miss Laura A. Davies, Hadley 3257. For other information communicate with Mrs. T. L. Smith, chairman membership committee, 408 Huntington Avenue, phone Hadley 4454.

The public often thinks of defective hearing as a "petty affair, a joke or an annoyance," but it is nothing less than a tragedy to him who has it. If it is acquired in adult life a certain amount of mental, spiritual, and oftentimes industrial reconstruction must be undergone. Thirty-seven per cent of those deafened in adult life find it necessary to change their occupation. It was with these things in mind that this club formulated its aims briefly as follows:

1. To relieve the social isolation of the deafened.
2. To spread a knowledge of lip-reading and provide free study classes.
3. To be an active instrument of helplessness to the hard of hearing. (This will include

employment, industrial and welfare work. It is especially desired to get in touch just now with deafened women who sew.)—*The Houston Post*.

THE NEXT TIME YOU ARE IN SAN FRANCISCO

and wish to engage rooms where you will find every comfort, by all means go to the Clubhouse of the San Francisco League for the Hard of Hearing. Every reader of THE VOLTA REVIEW doubtless remembers the attractive pictures, (which appeared in the July issue) of the interior of the Clubhouse. These rooms are not only charmingly furnished, but they are situated delightfully. In fact they are only three short blocks from the very heart of the shopping district, and within walking distance of all points of importance. Most convenient as you can see!

THE SAN FRANCISCO LEAGUE'S SALE

Any organization which would undertake to carry out its plan for a Sale upon a day that a world celebrity visited in the city of that organization, is very brave; and that the Sale was successful is a fact to be applauded!

This is what happened in San Francisco. December 3, the date set for the annual sale, brought to the city General Foch as a visitor. It isn't at all necessary to say that every man, woman and child who had ever heard the name Foch, sallied forth bright and early to try to catch a glimpse of this wonderful man whose name alone brings thrills and cheers from every people! In his honor the stores were closed, the cars stopped running, and people from every part of the city crowded into the streets to lend their enthusiasm and appreciation to the "Hero of France" as he passed by in the parade.

After the parade was over and normalcy once more prevailed, the populace discovered that it was dinner time—and, that they were hungry. Some of them remembered that the special feature of the League's Sale was to be a luncheon. So they hurried to the Clubhouse and found there a lunch so delicious, that they are still regretting that someone didn't have the foresight to invite General Foch!

THE PHILADELPHIA CLUB

The Christmas Bazaar held by the Speech-Reading Club of Philadelphia on December 1 was an immense success, realizing a profit of over \$2,000. It was largely due to the great number of articles donated and to the enthusiasm of the 800 members and their many friends. The proceeds go to the Clubhouse Purchase Fund.—*The Mt. Airy World*.

THE WASHINGTON CLUB

Every meeting of the Speech-Reading Club of Washington since the reopening in October has been well attended and full of interest, not even the Christmas rush dampening the ardor of the crowd which filled the clubroom almost to capacity at the social meeting of December 19. Mrs. W. B. Douglass, mother

of the Club's president, was the hostess of the evening.

The Hospitality Committee, which is in charge of the social gatherings, has planned a series of ten minute talks on "Interesting People in the Work for the Deaf." The first of these was given on the evening of December 19, at which time the speaker told of the work and influence of Miss Mildred Kennedy, of Boston, and offered for inspection a copy of her charming fairy story, *The Forest Beyond the Woodlands*, recently published by Alfred A. Knopf, New York. The greatest interest was shown in the book and its delightful silhouette illustrations. The silhouettes are the work of Miss Vianna Knowlton, of Boston, the daughter of Mrs. Annie Rogers Knowlton, who is also a prominent worker in the Boston Guild.

The speaker later introduced one of the "Interesting People," in the person of Miss Winnifred Washburn, of Manomet, Mass. Miss Washburn, whose story was told in "He Whom a Dream Hath Possessed Knoweth No More of Doubting," in the June, 1920, VOLTA REVIEW, is a graduate of Wellesley College, despite of the fact of having been, all her life, so hard of hearing that she was forced in childhood, to attend a school for the deaf. Miss Washburn is devoting her life to work for the deaf, and brought to the Club a message of encouragement to win in the face of any obstacle, that was greatly appreciated.

Talks on other "Interesting People" will be given at the social meetings throughout the year, and there is a possibility of having some of them as guests.

On the afternoon of January 2, the Board of Directors held a delightful reception to the members of the Club, instead of the regular monthly evening meeting.

THE NEW YORK LEAGUE.

A Health Show recently held at Grand Central Palace afforded the League one of the finest means of publicity it has ever had. Its booth was visited for six successive days by hundreds of people, and results of the advertising are already becoming apparent.

The Chronicle, the bulletin of the League, says in part: "Among the callers" (at the booth) "were otologists, parents, teachers, asking advice about hard of hearing children, religious workers, trained nurses, social workers, chiropractors, and the range of hard of hearing people of every grade and age and degree of deafness, from all parts of the country and from other countries. People who saw the exhibit are visiting the League daily. Many are writing to us and these results will continue for months to come."

THE DETROIT LEAGUE

At the recreation building, Elmwood Ave., Detroit, on Friday evening, December 10, the Detroit League for the Hard of Hearing kept "open house" honoring Miss Gertrude Van Adestine and Miss Lucie Dumon, their teach-

ers in lip-reading. Miss Van Adestine, who has been sick, was unable to attend.

The new recreation building, erected by the Recreation Commission of the city of Detroit as a center of recreation for all civic and philanthropic societies, has every facility for having a good time, and the League had the use of the entire building for the evening.

More than one hundred guests enjoyed themselves in dancing, cards and a general good time. Refreshments were served.

The Detroit League now has the use of the rooms for pleasure every Friday evening, and later will have the use of one room, which the League will furnish as its own for its business headquarters.

The free lip-reading classes conducted by the League now enroll 105, divided into two large classes, and next term both of these will be divided, which will make four. These lesson classes meet every Wednesday evening. Practice classes are held every Monday evening, and are led by advanced pupils of the regular classes.

The regular League business meeting, held the first Sunday in every month, in the "lounge" of the Detroit Board of Commerce, will be January 8. Business of importance will come up, among which will be the question of incorporation.

The Detroit Leaguers are very enthusiastic readers of the VOLTA REVIEW. Many of their members are regular subscribers, and they all look forward to the inspiration each number brings them.

The Detroit League has now enlisted 160 members. They have made the League a public affair, hence are working for public financial support.—Contributed.

WILLETTA HUGGINS

Much comment has been aroused by the article in the November number of the *Ladies' Home Journal*, about Willetta Huggins, a deaf-blind girl in the Wisconsin School for the Blind at Janesville. A number of the little papers in the schools for the deaf have mentioned it, but it remained for the *California News* to make an investigation. The *News* says:

"A letter addressed to Supt. Hooper (of the Wisconsin School for the Blind) brought the following courteous and interesting reply:

"Your letter of the 8th in regard to Willetta Huggins is received. As far as we can ascertain Willetta is both deaf and blind. We have used many tests, and have not been able to shake her assertion that she cannot see nor hear.

"The article in the November *Ladies' Home Journal* is true in every respect, so far as we can make out. She has no difficulty in carrying on a conversation with us by placing a hand on our head, vocal cords, chest, back of the neck, shoulder, chin or cheek bone. She can also carry on a conversation if we talk into a tube and she puts her hand at the other end, or by putting a stick on top of our head she can get the conversation by taking hold of the other end of the stick.

"She is also able to distinguish people by the sense of smell and can tell whose property articles are when they belong to anyone she knows or has recently met. For instance, this morning she was down at the bank with me and I was testing her ability to distinguish different denominations of paper money. She used her sense of touch entirely, because she did not look at the bills, and distinguished readily the one, two, five, twenty, fifty and one hundred dollar bills. Moreover, she was able to distinguish whether the bills belonged to the bank, to myself or to her supervisor, and once when two clerks handed me different bills to give to her, she said this one belonged to the clerk, but not the same one that the other did. She has no difficulty whatever in distinguishing colors by the sense of smell, but she cannot distinguish the color of glass, beads, or glazed pottery. The color of cloth, threads, silks, ribbons, paper, pasteboard, flowers, and things with natural colors or natural dyes she seems to be able to distinguish.

"I will not be surprised if you are skeptical in regard to these facts. We sometimes are ourselves at the wonderful things she does, but as I said previously, I cannot find in any case that we have been able to shake her assertion that she is both totally deaf and totally blind. We feel that in some respects she may prove to be one of the greatest wonders, as well as one of the greatest blessings to the educational field which the world has ever produced. Certainly we have never seen anyone with so sensitive a touch and so keen a smell as she has.

"I would be pleased to answer any further questions which you have to ask.

"With very best wishes, I am,

"Very truly yours,

"J. T. Hooper, Superintendent."

The *Silent Worker* has also investigated, with much the same result, while the *Deaf Carolinian* quotes Dr. Joseph Jastrow, of the University of Wisconsin as saying: "There is no miracle or mystery involved . . . Indications are perfectly clear that she gets a knowledge of color through such portion of vision as remains to her. The same is true of hearing by vibration."

The *Deaf Mississippian* is "from Missouri." Time will tell.

PLANS FORMING IN ROCHESTER, N. Y.

"At our first lip-reading class in the West High night school thirty were registered and the average attendance has been twenty-six or seven. Miss Howe, a Bruhn pupil, who has been our public school lip-reading teacher for five years, is the teacher. She has a very enthusiastic class.

"We are slowly laying the foundations for a League or Association for Rochester's hard of hearing."

NEWARK LEAGUE

The Newark League for the Hard of Hearing held a very successful Christmas sale on December 7, at the home of one of its members, Mrs. Jennie Bergfels Harter, who now

for the third year has very kindly opened her house for this purpose. The League is working hard for funds with which to open headquarters of its own. At present it is enjoying the hospitality of the Y. W. C. A., where it has rented the use of a very pleasant room for Wednesday afternoons and for a general social meeting on the second Friday evening of each month.

The League had hoped to be able to open its "Community Center" this year with an executive secretary in charge. However, the general depression with its radical effect on business and enterprises of every sort made its officers decide to defer this step till more prosperous times and a slow but sure-growing foundation should fully warrant the League in taking a more active part in the Community and welfare life of Newark.—*Contributed.*

PRESIDENT OF BOSTON GUILD AN AUTHORESS

Alfred A. Knopf, New York, has recently published a delightful little fairy story, *The Forest Beyond the Woodlands*, by Mildred Kennedy. The story, written for the children of one of Miss Kennedy's friends, is very cleverly illustrated in silhouettes by Vianna Knowlton.

Miss Kennedy is one of the best known and most enjoyed contributors to *THE VOLTA REVIEW*, and it is interesting to know that Miss Knowlton, her illustrator, is the daughter of Annie Rogers Knowlton, also a valued contributor to "our magazine," and an indispensable member of the Speech Readers Guild of Boston.

GERMAN SPEECH CONVENTION

During the week of April 23-30, 1922, courses of lectures and demonstrations will be given in Hamburg on methods of education. In the division for curative methods there will be demonstrations in the School for Speech defects with a lecture by Professor Weygandt on a new method of treating stutterers. Both the Institution for the Deaf and the Institution for the Hard of Hearing will hold meetings. Professor Calzia of the Phonetic Laboratory will give a lecture on Experimental Phonetics and the Malisch-Method and also demonstrations of the various methods of perceiving speech from the phonetic point of view. Any further information can be obtained from Oberschulbehörde, Hamburg, Dammtorstrasse 8.

OSTEOPATHY AND CHIROPRACTIC

Dr. Channing Frothingham, in an interesting and amusing talk, gave a résumé of his investigations in the fields of osteopathy and chiropractic. The theories on which these cults rest he showed to be most plausible and when put into practice, productive of some good, which laymen are quick to recognize. The paramount weakness of these cults, however, a weakness which their followers admit and are attempting to overcome, lies in the im-

possibility of proving the theories by scientific facts and experiments. Just so long as that weakness persists, which is probably forever, osteopathy and chiropractic cannot be recognized and accepted by scientists. Inasmuch, however, as they constitute therapeutic agencies of some value along certain lines which is really the case, it is unwise to ignore or prosecute their followers, but rather to find them a place in the medical world where their efforts can be properly directed and controlled.—*Boston Medical and Surgical Journal.*

PERFECT PEACE

Help me, Lord, to bear my cross,
To do, to dare when duty calls,
To suffer pain, to suffer loss,
To bear with patience whate'er befalls.

With Thee to guide, to point the way,
With Thee at hand to cheer and bless,
What need to fear Thou wilt delay
To uphold me in my helplessness?

In Thee I'll find both joy and peace,
And in Thy hand my soul shall rest.
Let come what will, I'll never cease
To urge my heart to do its best.

I'll dare to trust and follow on,
Tho' hard to see and understand,
I'll face the worldling's doubt and scorn
Until I reach the Promised Land.

I know Thou art both good and true,
A friend in need, a friend indeed.
Thy smile is like the heavenly dew;
Then hold my hand, that's all I need.
ASHTON BISLAND.

DEATH OF MR. L. L. WRIGHT, SUPERINTENDENT OF MICHIGAN SCHOOL

Mr. Luther L. Wright, Superintendent of the Michigan School for the Deaf, died rather suddenly, although after a protracted illness, on Tuesday morning, January 10, at his cottage at the school. His co-workers in the education of the deaf will greatly regret to learn of his loss.

Mr. I. B. Gilbert, now Superintendent of Union High School, Grand Rapids, Michigan, has been appointed to succeed Mr. Wright.

SUPERINTENDENT OF ARIZONA SCHOOL RESIGNS

Mr. Howard Griffin, for a number of years Superintendent of the Arizona School for the Deaf, has offered his resignation to the Board of Directors of that institution. No successor has yet been appointed.

A DEAF BOY OF GREAT PROMISE

Ellsworth Davis, of Los Angeles, has made a remarkable record. Leaving the Mary McCowen School for the Deaf in Chicago at the age of twelve, he entered school with hear-

CURRENT POETRY

The following poem, which appeared in *Pearson's Magazine* for July, 1921, is characterized by Frank Harris as "a poem with a touch of greatness in it." The author is a member of the Speech-Reading Club of Washington, who, although very young, has had both prose and poetry accepted by leading popular magazines.

THE RETURN FROM CALVARY

(A Painting I Saw in an F Street Window)

By M. Humphreys

Now Christ is dead, and Mary has descended
With John and Magdalene the fateful hill,
Now Christ is dead, and all his pain is ended,
The cloud begins to lift at last, but still
It casts about the cross one long black shadow,
Like Death's dark banner for the dead
unfurled,
The distant sunlight sparkles on the meadow.
But Christ is dead, who came to save the
world.

They stand alone, even of their Lord forsaken,
Who passes on the pinions of the storm,
Like dreamers that from visions fair awaken,
Seeking the radiant star, clasping the
worm—
Behold their God! Betrayed! All man! All
human!
Shorn of his glory. Only these abide,
A fisherman, a wanton and a woman
Whose son upon the cross hangs crucified.

They are the toilers, they the poor and humble,
One tamed the savage Galilee, and one
Over the streets at night was wont to stumble,
The other in a stable bore her son
A company unkempt, uncultured, common,
Coarse as the clay upflung by Jordan's tide,
A fisherman, a wanton, and a woman
Whose son upon the cross hangs crucified.

The glory of the world forever passes,
And ever through the portals of decay,
Borne downward on the flood that thrones
effaces.
The mighty vanish: still against their sway
The annihilating storm forever rages,
But there beyond the setting of the sun,
I see them standing still above the ages,
The Virgin, and the Magdalene, and John.

O should You come again, not to the palace,
Not to the stately hall would You descend,
But unto us who drain the bitter chalice,
Whose hands are hard, whose backs with
labor bend,
Whose fathers were the carpenter and
plowman.
Whose hearts with grief and shame are
riven wide,
The fisherman, the wanton, and the woman
Whose son upon the cross hangs crucified.

International News-Reel Corp.

ELLWORTH DAVIS

ing pupils. He is now a student in the Polytechnic High School, Los Angeles, where he has never received a grade in any subject lower than "A," the highest grade given. The boy won many medals for selling Liberty Bonds and war savings stamps.

TO A DEAF CHILD

Oh, little boy with eyes so starry bright,
With head held high you gayly step along.
The birds are singing carols overhead,
Yet you will never hear their gladsome song

The trees are bending with the playful wind.
You stand with wonder, watching as they sway,
Yet all their secrets are to you untold.
You cannot hear the gentle words they say.

A troop of soldiers marches down the street,
You run to see them, with your face aglow—
The martial strains, now loud, now soft and
sweet,
Gives thrills your little heart will never know.

Tho' not for you the sound of human voice,
The sighing wind, the bird note of the life—
Still starry-eyed with head held high you go
To fill your place in the great march of life.

—JAN DALLETT.

Written for the
Clarke School Endowment Fund Campaign.

THE VOLTA REVIEW

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"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—Bacon.

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THE SMUGGLERS OF THE ROTTERDYKE

BY DIRK P. DEYOUNG

IMPROPER as it is to mention it, the American Consul at Amsterdam was very near-sighted. He could not see an elephant a foot in front of his nose without at least one pair of thick-lens glasses, while it took a magnifying instrument like those in a government observatory for him to read the ordinary type of a letter.

The Vice-Consul, who generally arrived an hour earlier, and occupied an office across the hall in the Consular building, had already opened and read, as per custom, the usual morning mail, but a letter marked "personal" with the return address of the Amstel-Rhine Hotel, was left unopened on the Consul's desk. Through the door which was slightly ajar, the former could see his chief trying from different angles to focus the wording of the epistle, when the latter in a voice which indicated both excitement and alarm summoned him sharply.

"What do you make of that, eh?" he flashed at the Vice-Consul, Harry Bosworth, as he handed him the letter. "Is that as red-hot as it appears to be through this magnifying glass, or is that telescope playing tricks on me again?"

"Nothing wrong with it this time, Consul," Bosworth assured his Chief confidently, after he had read the note through twice to himself. "These smugglers are getting to be as bold as Captain Kidd," and he bit his lip reflectively as he repeated deliberately word for word the contents of the following unusual letter:

American Consul,

Amsterdam, Holland.

Dear Sir:

I am sailing Friday on the *S. S. Rotterdyke* of the Dutch Mail Service from Amsterdam

to New York. I am carrying a valuable package of polished diamonds which I intend to smuggle into the United States.

A Smuggler.

It would not be quite correct to say that the Consul looked at the Vice-Consul, because he could not see that far, but the latter looked at the former and both were amazed at the audacity of the anonymous writer who had the temerity to pen that challenge.

Diamond smuggling had been going on for months between lawless operators in Amsterdam and New York on a large scale, and while the Consular officers in Holland blamed the customs officials in New York, the latter protested that they could do nothing unless Uncle Sam appointed a consul at Amsterdam who could see well enough to distinguish between a diamond and a cannon-ball.

Meanwhile pressure from legitimate importers of precious stones in New York, on the Secretaries of State and the Treasury, at Washington, caused officious clerks of those Departments to write impudent instructions to the Collector of the Port at New York, and the Consul at Amsterdam, in the names of their chiefs, demanding more vigilance in the matter.

"This brings things to a crisis," Consul Hancock volunteered, after he had got over the first effects of the bold communication. "If that fellow gets away with the swag, we'll lose our jobs. If I get excited about this I'll fall into one of these Dutch canals, so it's mostly up to you, Bosworth, to save the reputation of this office, and no matter what it costs, we'll land the thief. I'll foot the bills,

and don't let the Custom's officers know our plans. We'll advise them of this letter, of course, but they'll never get the culprit. We'll spot him and let him pass the New York inspectors before we show our hand. I'll get you a job on that boat as a steward. Go right out now and pick up all the local evidence you can lay your hands on, before the boat sails."

Like most men of defective sight or hearing, Consul Hancock had a very quick and penetrating mind. His ears were as sharp as a jackal's, and his imagination as keen as a poet's. Before night of that day he had a theory all worked out from a little piece of evidence which young Bosworth had stumbled onto about noon. It promised big, it was entirely new, and, if correct, would probably end the illicit traffic in diamonds between Holland and the United States which had recently grown to such large proportions. Furthermore, by this scheme of smuggling, if the Consul's theory proved right, notice to government officials of the proposed smuggling, as this fellow had done in the anonymous letter, added to the security of those who were engaged in the practice of defrauding the government out of legitimate duty on these precious stones.

"But don't peep, my boy," the Consul cautioned his subordinate, "we'll shut the mouths of those custom's officials at New York for all time."

The Consul was a man of upwards of fifty, but the Vice-Consul was a young man of about thirty. And while the older man was afflicted with poor vision, the younger one had slightly defective hearing. Like his chief, he had a splendid mind and, unlike him, eyes which were as keen as the scent of a bloodhound. They were a great pair, these two, bosom friends, and between them they accomplished a marvelous amount of good work for the government.

Young Bosworth, slightly deafened from childhood, had been trained in a vocational school for children who had impaired hearing, which enabled him to cover up for the most part the appearance of dull ears. He could hear more with his eyes than most men could with their ears, whereas the Consul could see more with his ears than most men could

with their eyes. Between them, and they usually worked together as one man, they had the sharpest eyes and ears of any office in the government service abroad.

Up to this time, however, the novel smuggling scheme, which had so far completely baffled the United States Secret Service at the Port of New York, remained an unsolved mystery to them too, but this anonymous letter, designed by the criminals to make their plot more workable, with the intention of smuggling in an unusually large quantity at one time without detection, might prove a boomerang when it fell into the hands of these two "lame ducks" of the consular service, as the New York custom's officials frequently dubbed Hancock and Bosworth.

Accordingly when the steamer *Rotterdam* left the pier at Amsterdam and passed out into the ocean via the North Sea Canal, Vice-Consul Bosworth was signed on the crew as the deck-steward. With his ample blonde hair clipped close to the scalp, and his mustache shaved off, in the ship's uniform, his own mother would not have recognized him as her son, and although an incompetent steward, he had the right position for detective work. Besides, he could speak Dutch so well that Americans on board reminded him that he looked like photographs of little Peter, who centuries ago had put his thumb in the crack of a leaking dyke to keep the whole of Holland from inundation.

There were a number of Americans on board the vessel. Some he recognized as merchants; others as landlubbers from the West, who had been "doing" Europe a la Baedeker. Bosworth expected, however, to find the smugglers among the merchants. The tourists he dismissed as a harmless lot, straining their necks for the sight of whales or icebergs, arguing all the while about points of interest in Europe and settling such acrimonious disputes by resort to guide book logic.

Thus by a process of elimination he simmered down the likely suspects to half a dozen, whom he watched very closely, finally picking out two smooth-looking young men as the pair who had the goods on them.

The ship was twelve days in transit.

During the last half of the journey, Bosworth covered these two young men, apparently about thirty-five years of age, constantly. They did not mix much with the other passengers. They would sit together in chairs on deck aft of the ship, engaged in whispered conversation. He could hear nothing, but could see expressions on their faces, gestures of the hand, and other inaudible signs of expression. All of these things indicated some important secrecy between the two men, but he did not get anything definite until three days before the *Rotterdyke* was due at Sandy Hook.

From then on, the mystery was solved. He knew that those two men had diamonds valued at half a million dollars on their person. He also knew that they were planning to evade United States customs duty on them. Moreover, he was positive that the entire secret service force of the American Government would not find those stones on any one's person or in the baggage on board when the *Rotterdyke* got into port. But he was determined to play out his rôle as a deck-steward until the large vessel with her fifteen hundred passengers and her baggage was cleared by the customs officials at New York. Only he watched those two men even more closely from then on, as they sat all the time the last day out from New York, in their deck chairs aft, they smoked cigarettes continuously and threw the empty cases over-board as small boys fling pebbles in a pond.

By a fast mail liner via Liverpool, Consul Hancock forwarded a copy of the anonymous letter to the Collector of the Port of New York, who looked upon it with suspicion. Another one of those pipe-dreams, thought Collector Mullen, which originated in the land of wooden shoes and windmills. Nevertheless, it was forwarded to him by a responsible foreign service officer of the United States Government, with the emphatic opinion of the Consul himself that a large quantity of polished diamonds, reported to have been purchased by Americans in Amsterdam recently, was being carried in person to New York on the *Rotterdyke*, with the intention of evading customs duties to the amount of \$100,000.

Even though the letter might have been

intended as a joke, which Collector Mullen thought it really was, he was obliged to treat it seriously. Consequently a large squad of United States custom's officers and secret service men boarded the vessel when it arrived off Sandy Hook. Neither a pouch of mail nor a living soul was allowed to leave the ship, which was completely blockaded at the entrance to the harbor by the panting and tooting motors of innumerable small craft.

Inspectors began an examination of baggage, in which even the fleas were checked up, while a score or more of oily detectives mingled freely with the passengers and crew in the hope of spying out likely smugglers from among them. From the captain of the ship down to the most lowly peasant emigrant on board, a search was made on the bodies of all between the crowns of their heads and the tips of their toes. The wives of landlubbers from the corn belt, who had never before experienced the rudeness of custom's officers, screaming and fainting, were torn from the arms of their frightened husbands, and disrobed by women detectives of Collector Mullen's Secret Service Squad, in staterooms temporarily used for that purpose.

For four or five days this outrage on the passengers and crew of the *Rotterdyke* continued. Two United States Senators, half a dozen Congressmen, and the Ambassador from Germany to this country were on board, held up and searched along with the rest. At the end of that time the temper of the people on that ship was about like that of a mob at a Donnybrook Fair or like that of the fallen angels in Dante's *Inferno*. In fact, the custom's officers could hold them no longer.

They were finally obliged to release the vessel, without finding so much as a single carat of diamonds not properly declared on board. It was just as Collector Mullen had thought. And he was quick to name Consul Hancock as his alibi, when complaints against him for such treatment to home-coming citizens began to pour into his office over the wires.

Vice-Consul Bosworth, who had collected his tips for the voyage, still acting as deck-steward, along with the rest of

the passengers and crew, was also put through the third degree. He knew who the smugglers were all the time. Furthermore, he knew where the diamonds were, and he was also sure that he could get them shortly after the ship docked at the pier, where as per arrangement made by the Consul, in a confidential despatch to a New York detective agency, private detectives with a half dozen big policemen would be found awaiting him.

The newspapers carried big headlines of the *Rotterdyke's* unusual delay in the harbor. Merchants were clamoring for mail from the vessel, and relatives of those on board, waiting for days at the pier for the docking of the ship, were impatiently pounding Collector Mullen for such outrageous drag-net methods of detecting suspected smugglers. Besides, editorials in the press condemned him unmercifully.

Finally, in self-defense, the Collector issued a statement, in which he shifted the entire blame for the unpleasant incident on the Consul and Vice-Consul at Amsterdam, and gave out a copy of the Consul's correspondence which had inspired the drastic raid on the steamer.

Extras giving the latest news regarding the detained ship were being snapped up at the pier as the huge ocean liner was being towed up slowly alongside the quay.

Bosworth's work as deck-steward was practically done then. He was helping out a little here and there with a piece of light baggage, but for the most part, he kept an eye on his two men. At the same time he spotted a strong-arm squad of six officers in the uniform of the New York police in the restless sea of faces on the pier, with whom he established communication by means of signals, which the latter soon understood.

The Vice-Consul followed directly behind the smugglers, as they descended the gangway, at the foot of which they were quickly nabbed by the policemen; hurriedly rushed into a patrol-motor, and suddenly whisked away before the crowd became aware that anything unusual was happening.

"Drive them to 66 Maiden Lane," was young Bosworth's peremptory command to the driver.

Arriving in a few minutes in front of

the large building at 66 Maiden Lane, the suspected smugglers were led directly up to the office of Levy and Smith, diamond merchants, on the twelfth floor. Once inside the office, policemen were immediately stationed at the doors and windows, so that not one of the personnel of the firm could escape. The two smugglers now recognized Bosworth as the deck-steward of the ship.

Two of the detectives who accompanied the police squad to the pier, on orders from the Vice-Consul, who with the policemen stood guard over the office force, made a search of the premises for the diamonds which had been smuggled in on the *Rotterdyke*. In a few minutes they found four small packages, with an outer lining of cork, each slightly larger than a cigarette case. They had been opened on a work table, and hundreds of sparkling stones in all sizes were scattered about in small swatches of tissue paper.

Bosworth went to the telephone and called up Collector Mullen, requesting him to come at once or send one of his most trusted deputies, on the grounds that the smugglers had been caught with the smuggled goods in their possession. At first the Collector refused point blank to follow any further scents, considering the unpleasant incident closed, but after some pressure, finally promised to send over one of his assistants. And when that gentleman arrived at the office of Levy and Smith, Bosworth disclosed the mystery before that much bewildered group, as follows:

"There are all the diamonds on the table yonder which Consul Hancock reported would be smuggled into this country by parties on board the *Rotterdyke*. The containers are of cork, four of them in all." Pointing directly toward the two partners now pale as death, who sat aft so much on the deck of the ship, "You men threw those packages overboard shortly before the vessel reached Sandy Hook. I saw a small motor launch named *Sand Brook* cross the path of our steamer a moment after you had done so, and the boxes were picked up, while the crew was busy, and the passengers were excitedly craning their necks at the fore of the ship to get a glimpse of the Statue of Liberty. Furthermore, I know where

those boxes were made in Amsterdam. I also knew three days before we reached port exactly what your plans were, for at a distance I could read your lips, and in that way overheard with my eyes undertone conversations which a distant ear is not able to hear.

"You expected that your letter to the Consul would cause a violent search of the boat, after the diamonds had safely been thrown overboard and picked up by your confederates in the motor launch, thus making the Consul ridiculous, and at the same time assuring you a clean bill of health, in spite of your smuggled treasures.

"A clever plot, under ordinary circumstances, but in this case it's a boomerang.

I now hand you over to the local customs officials."

Papers the next morning carried the following headlines in heavy type which reached clear across the first page:

ROTTERDYKE DIAMOND SMUGGLERS CAUGHT

VICE-CONSUL AT AMSTERDAM A LIP-READER, SHIPPED AS DECK-STEWARD, DETECTED THE CRIMINALS

NEW SCHEME OF SMUGGLING DIAMONDS DISCLOSED; CUSTOMS SERVICE AT NEW YORK LIKELY TO GET BIG SHAKE-UP

EXTRACTS FROM THE PROCEEDINGS OF THE SECOND ANNUAL MEETING OF THE AMERICAN ASSOCIATION FOR THE HARD OF HEARING

(Concluded from the February number)

CHAIRMAN KENNEDY: The next speaker on the program is Mrs. Edward B. Nitchie, of New York.

MRS. EDWARD B. NITCHIE: Before I begin to read my paper I want to add a few words to what Miss Bruhn has said about lip-reading opening the window. This spring one of Mr. Nitchie's former pupils came in to see me. When she took her lessons of Mr. Nitchie she was literally on the point of committing suicide. She came in to see me this spring after a number of years and she said to me, "I do not feel that when I lost my hearing a door was closed to me. I feel that a window has been closed and a door opened." (Applause.)

THE NITCHIE METHOD OF TEACHING LIP-READING TO THE DEAFENED ADULT

BY ELIZABETH HELM NITCHIE

It shall be my aim in this paper to indicate to you briefly the psychological and pedagogical principles on which Mr. Nitchie has based his method of teaching lip-reading to the deafened adult, as it is not possible to do more than this in the time allotted to me. It is a significant

fact that although this method was developed nearly twenty years ago, it is, nevertheless, in line with the most up-to-date and approved methods of teaching reading to children, as I shall show by quotations from some of the best books on the subject. Mr. Nitchie was so thoroughly familiar with the work that was being done in the methods of teaching children to read, and was such a keen student of psychology and pedagogy, that it was possible for him to anticipate, in some instances, the work that was to be done for the children.

In his little pamphlet, *Principles and Methods of Teaching Lip-Reading*, Mr. Nitchie said: "I have emphasized the difficulties the eyes have to contend with because the distinguishing feature of the methods that I use lies in the training of the mind to overcome those difficulties—not accidentally nor incidentally, but systematically, with set, intelligent purpose, along well-defined lines based on the laws of psychology."

Although the distinguishing feature of this method is the emphasis which is placed on the training of the mind, it is, however, a combination of the principles of what may be called the "thought"

THE ASSEMBLY ROOM OF THE BOSTON GUILD, SHOWING THE CONVENTION DISPLAYS
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method and the "formal" method of teaching reading to children.

Dr. Paul Klapper has said in this connection: "Despite the sharp line of demarcation that each school seeks to draw, we see that neither has a monopoly of pedagogical wisdom. If we unite these two tendencies, we evolve a composite method which insures thoughtful, expressive reading, fluent and smooth, and which also develops that mastery of the technique of symbols that is absolutely essential. A method must begin with thought acquisition. The text of this reading is analyzed, and is made to yield material for the study of phonograms, which are basic in independent word recognition."

Mr. Nitchie was following this principle, that a method must begin with thought acquisition, when he began his work with the story. With the first two steps of the story program we work for the thought only. "The thought is the most vital factor in reading, for the ability to associate symbol and idea is

**Teaching Children to Read, p. 34*

determined by the value and the interest which the idea has for the child."* It is not until we take up the third step of the story program that we have the pupil try for the words, and even then we insist that the words must be got from the thought, rather than the thought from the words. Huey, in *The Psychology and Pedagogy of Reading*, (p. 64) has said: "The fact is that meaning is part and parcel of word-sound and of word-utterance, as these ordinarily occur in reading, and in thinking."

The second mental factor which we aim to develop is "intuition," or the intuitive power of the mind. To make Mr. Nitchie's use of this term clearer, I shall quote from his pamphlet: "I use this term to signify the power of the mind to anticipate the thought; the lip-reader, thus being ready for the thought, understands it so much the more readily than he would something for which the mind was not prepared. The synthetic and intuitive powers of the lip-reader are both processes of the constructive imagination.

**Klapper—Teaching Children to Read, p. 64.*

Intuition, in its common meaning, is used under circumstances where the one exercising the power has a very slight clue on which to work. He reaches his conclusions or constructs his whole with very little to go on. Where the clues are obvious or considerable, intuition is not the correct word to describe the process, and this is the case in much of our lip-reading. It is synthesis, not intuition. Nevertheless, the mind of the lip-reader often does work intuitively, especially when it is directed toward the future, toward the thought anticipated." Huey speaks of this as "The 'forward push' of associative expectancy."

The third mental factor to be developed is quickness. We aim to do all of the work up to the limit of the pupil's ability in speed, remembering that what is quick for one is slow for another. It is better for a pupil to have a 75 per cent lesson given quickly, than a 100 per cent lesson given slowly.

We have found that the quick lip-reader grasps the thought more quickly and accurately than the slow lip-reader who must have every word. Therefore we train for quickness of mind, as well as of eye, and try always to "speed up" the pupil as much as we can without loss of thought. Mr. Nitchie says of this: "The conscious power of the eyes to see the movements is, as I have shown, slower than speech. Fortunately, however, thought is quicker than speech, and what the eyes cannot consciously see the mind, through the eyes, often can see subconsciously. Evidence that thought is quicker than speech is found in the fact that on the average, it takes from 30 to 40 per cent longer to read a given passage aloud than it does to read it to one's self. Testing myself with a selected passage that I know by heart, I find that, while at my normal speed it takes me 35 seconds to read it aloud, I can think of it word for word in 15 seconds. This is quicker than average; I cite it to show the possibilities and how effectively, through training, the quickness of the mind can be made to offset the slowness of the eyes."

Dr. Klapper says: "A second conclusion that the observations of 'rate in reading' teach is that, since the mind reads

faster than the eye, the learner must be taught to neglect the word and the phrase and seek the thought; in other words, the word-symbols must be subordinated to the meaning."*

Dr. J. O. Quantz, of the University of Wisconsin, found, on testing 50 juniors and seniors of the university as to their ability to reproduce what was read, that the rapid readers were, on an average, about 37 per cent superior to the slow readers in the quality of their work. He says: "The superiority of the rapid reader is also shown by the fact that his memory of the substance of his reading is more exact than of the slow reader." He also states that "Rapid readers remember more of the original thought, and the character of their reproductions is much higher." Dr. Klapper says: "Rapid readers are the more intelligent readers, they gain more intensive and more vivid impressions than slow readers. Those who indulge in lip-movements, in auditory aids and the like are not only less extensive, but also less intensive readers."*

Miss Adelaide M. Abell, in an article in the *Educational Review* for October, 1894, says: "Another peculiarity of the slow readers among our subjects, is the reading of a word at a time, while the rapid readers grasp phrases, clauses, sometimes even sentences, at a glance." She reaches the conclusion that although every individual probably has his maximum rate, "determined by his natural quickness of comprehension and association, it is yet possible and desirable to some extent to increase the ordinary rate."

The following quotation is taken from Spencer's *Philosophy of Style*, showing why the slow reader is the less thoughtful one: "Regarding language as an apparatus of symbols for the conveyance of thought, we may say that, as in a mechanical apparatus, the more simple and the better arranged are the parts, the greater will be the effect produced. In either case, whatever force is absorbed by the machine is deducted from the result. A reader or listener has at each moment but a limited amount of mental power available. To recognize and in-

**Teaching Children to Read*, pp. 22 and 19.

interpret the symbols presented to him requires part of this power; to arrange and combine the images suggested requires another part; and only that part that remains can be used for realizing the thought conveyed. Hence the more time it takes to receive and understand each sentence, the less time can be given to the contained idea, and the less vividly will the idea be conceived."

To be a good lip-reader one must also be alert; that is, the mind must be ready for any change in the subject of the conversation, must be ready when words are lost, to jump over the missing word, or words, and go on with the thought; it must also be quick to discard a mistaken understanding and try something else. Dr. Quantz considered mental alertness fourth in order of importance of the factors contributing to rapid reading. It will be noted that Mr. Nitchie gives alertness as the fourth mental factor to be developed in the lip-reader.

The fifth factor is concentration. In order to secure concentration the teacher must seek to make the work interesting, and to make it varied. If a teacher finds that her pupil's attention is flagging, she should change the practice to something different. However, the work should be so planned that the pupil's attention does not have a chance to flag. Concentration can be developed with every form of practice which is given to the pupil if the teacher can interest him and hold his attention. "Concentration should be without effort; the strain to concentrate often defeats its own purpose."

In Section III of *Lip-Reading: Principles and Practice*: Study of the Movements, Mr. Nitchie combines thought-getting with word-analysis and movement drill—a combination of the principles of the two methods. As Dr. Klapper says: "A composite method which insures thoughtful, expressive reading, fluent and smooth, and which also develops that mastery of the technique of symbols that is absolutely essential." In order to insure this "mastery of the technique of symbols" the eyes must be trained along definite lines.

First, they must be trained to as high a degree of accuracy as possible, and they must be trained to act as quickly as pos-

sible, as accuracy without quickness will give poor results. The material used for this practice are the movement words, contrast words, practice words, and all exercises in Section IV.

The eyes should also be trained to carry visual impressions. It not infrequently happens that the lip-reader will fail to grasp the first part of a sentence, and then from one word toward the last the whole will come in a flash. This is made possible by the lingering visual memory of the movements that have gone before. All eyes do this more or less, and this power should be developed to its maximum." The material used for the development of this factor are movement words, where there are three given at a time, and exercises in Section IV, where three or more words are given at one time, and repeated by the pupil. Also all thought-work, where the pupil is not allowed to interrupt until the completion of the sentence, or complete thought, develops visual memory in the pupil.

The eyes must also be trained to recognize the movements subconsciously. A conscious effort to see movements and words interferes greatly with the understanding of the thought. Mr. Nitchie says that everyone has some subconscious knowledge of the movements. No one can know them perfectly, but as far as their obscurity, rapidity, and variability will allow them to be known, the knowledge should be without the consciousness of effort. There is but one way to secure this subconscious knowledge of the movements, and that is by practice, practice, practice.

Dr. Klapper in *Principles of Educational Practice* (p. 248) says: "Sense training quickens the reaction of the nerve cells, because of repeated actions of a similar nature in the training process. The reason is obvious. Use and repetition make each succeeding action more facile. The child who first learns to manipulate the strings of the violin is slow and clumsy. With practice the cells in the finger muscles acquire a plasticity, a specialized sensitivity which makes them respond to the same stimulation ever so much faster. Exactly such an effort is produced in the brain. Because the same kind of stimulations are brought

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to the same center, its cells attain the power of speedy and easy reactions."

To sum up: *"We must make the eye as sensitive and efficient a tool for thought-getting as the ear. In listening to a speaker, if there is nothing unusual about his choice of words or pronunciation, we are hardly conscious of the words; we busy ourselves with the thought. We have thus trained ourselves unconsciously in life to neglect auditory words and seek meaning. In the same way, the method of reading in the elementary school must seek to make the eye so sensitive to meaning that in scanning a page it becomes as unconcerned with printed words as the ear is with auditory symbols. The child must learn that words are like our eye-glasses—they are of greatest service when we look through them, not at them. The printed page must ever be like a glass which we do not see, but through which we see thought."

*Klapper, *Teaching Children to Read*, p. 23.

This applies in every particular to lip-reading and spoken language. The pupil should not be any more conscious of how he reads the lips than he is with how he hears, and it is not until a pupil has mastered the technique of the work sufficiently to see and recognize words and movements without a conscious effort that he becomes a good lip-reader.

At this point I should like to say a few words about the much-misunderstood and much-maligned Section IV of *Lip-Reading: Principles and Practice*, which consists of Exercises on the Movements. The pupil has had drill on the movements in Section III with each lesson, and requires still further drill if he is to become an expert lip-reader. However, if he were to have more of the same form of exercise he would find it exceedingly monotonous, and lose interest, so Mr. Nitchie has devised a series of vowel and consonant exercises which have been carefully worked out as to technique and present the subject in an entirely different

way and provide a real review of the work already done, as well as further drill on the movements.

In this connection Dr. Klapper says (*Educational Practice*, p. 218), "The main characteristics of a review lesson are four: First, it seeks to emphasize the essentials only. It concerns itself with underlying principles. Second, it tries to present old material from a new aspect. It gives old knowledge from a new viewpoint. Third, the element of novelty in the review does not try to add new facts, but is designed to deepen the thought and give a more thorough grasp. Fourth, reviews should not be reserved for the end of a term or the conclusion of a large topic. A review is in order at the end of a sub-topic, at the conclusion of any important point in a subject." "But the drill is absolutely essential. To neglect it means that the necessary basic facts will not 'function as habit.'" "An additional means of counteracting the lifeless accompaniments of the drill is to be careful of its technique."

A careful study of Section IV will show that all of these principles have been followed in the development of these exercises on the movements, and experience in teaching has proved the value of them.

To quote Dr. Klapper once more: "Any method, or even *no* method, can teach children to read; hence ultimate ability to read words and sentences is no criterion. 'How agreeably, how naturally, how quickly they can do so' are the questions that must be answered."

Much the same test may be applied to a method of teaching lip-reading. Is it natural, is it interesting, does it get reasonably quick results, and does it induce thoughtful work on the part of students? Suppose we apply this test to the method under discussion.

One of the underlying principles of the Nitchie Method is "Be natural." Mr. Nitchie says on this subject: "All art, painting, sculpture, literature, drama, music, dancing, are subject to that principle. Lip-reading is no exception. The teacher who mouths or exaggerates, or speaks word by word or very slowly, is deviating from the natural, and is doing the pupil positive harm rather than good.

Temporarily the work may be made easier for the pupil, but ultimate success is made more difficult."

One reason we do not allow repetition of a thought-expression on the part of our pupils is that it is unnatural; it requires a word for word understanding which is not possible in natural speech.

Also movements are studied in words, never as movements alone, as it is only in this way that they can be seen naturally. (See chap. VI, *Lip-Reading, Principles and Practice*.) Words are practiced with the mirror for the study of the individual movements that make up the word, but the word is repeated naturally each time a movement is observed, for it is only in this way that the pupil can see the movement naturally—can get the modifying effect of the movements with which it is combined in the word.

Sentences are practiced with the mirror for a study of the word-formations that make up the sentences, but the *whole* sentence is repeated naturally for each word that is observed. One of the chief values of such sentence practice is to get the effect of the unaccented vowels.

The first principle to guide us in forming sentences and questions is "Be natural." Mr. Nitchie told his normal pupils that if ever in doubt about their work they could usually decide for themselves by asking the question "Is it natural?" and judging their work by the answer to that question.

It is also our aim to make the work interesting, as the pupil cannot consciously concentrate and read the lips readily at the same time. For this reason we try to use material that has an interest of its own apart from its lip-reading value. It often helps to use material that has some element of humor in it. Stories should be adapted to the needs or the taste of the pupil. If he has no sense of humor and finds the stories ordinarily used "stupid" and uninteresting, then stories that do interest should be substituted.

When forming sentences we should aim to make them not only natural, but interesting, and to stimulate the imagination.

The Nitchie method does get quick re-

sults, or as quick results as can be expected from any method of teaching lip-reading. The term "quick" is only a relative one after all. What is quick for one is slow for another.

I have found that the best way to get thoughtful work on the part of an intelligent pupil is to tell him briefly why we present the work in the way we do. I have seen a pupil who was indifferent, or a bit resentful of what he considered arbitrary rules and methods, change to a thoughtful, enthusiastic pupil after a little talk about the "why" of our methods. His indifference or resentment was due to the fact that he did not understand that there was a definite purpose back of all that we did, and that if we worked along different lines the results would not be so satisfactory. Some pupils do not care to know, but there are many who can and will do more intelligent work after a little explanation.

The teacher must bear in mind that no two pupils are alike, and that he must seek to meet the peculiar needs of each pupil, as the weakness of one may be the strength of another. The teacher must know the individual requirements of his pupils, and adapt his work so as to get the best results. It is only by experience that a teacher is enabled so to adapt his work as to get the maximum benefit for the pupil.

While the fundamentals must remain the same, there must be flexibility in applying the methods. This requires a great deal of skill on the part of the teacher. The methods have a two-fold purpose—training the eyes and training the mind. The two purposes cannot be absolutely separated, nor is there any need that they should be. The eyes will certainly have training in every bit of practice the pupil has, and as the eyes could perceive nothing without the brain, the mental factor also may have an ally in all the work especially intended for training the eyes.

DISCUSSION

(Because of lack of space, the discussion is summarized, instead of being reported verbatim.)

CHAIRMAN KENNEDY said that it would be interesting to hear, from the

teachers present, something of their experiences in teaching lip-reading.

MISS ANN LEHMAN told of an interesting experiment recently conducted at the New York League by a large moving picture company. The company is contemplating the possibility of teaching lip-reading by means of the screen, and came to the League with a special picture, to find out how much of its conversation could be understood by one of the evening classes. The experiment was quite successful, as after the second showing, the lip-readers were able to understand practically everything.

MISS McDERMOTT spoke of the public school classes in lip-reading in Chicago. Five of them are in operation all the year round, in different parts of the city. They are well attended, but should be more so. Miss McDermott feels that they would be larger if they were better known, and is trying, at the League, to advertise them as thoroughly as possible. They are also advertised on window cards, which give a list of all evening classes offered by the public schools.

MISS MABEL ELLERY ADAMS, Principal of the Horace Mann School for the Deaf, Boston, spoke of the work of that school, which numbers among its pupils many hard of hearing, as well as deaf, children. Miss Adams told of a canvass recently conducted in Boston, to ascertain the number of children in the public schools whose hearing was defective. A very small number of cases were reported—about 22. Miss Adams was at a loss to understand the discrepancy between these figures and the 1,399 referred to by Miss Bruhn. She supposed that Miss Bruhn's report came from the school nurses.

The Horace Mann School offers day-time classes for hard of hearing children, and hopes next year to offer them also for adults. The school has been hindered by a strong, deep-seated belief among the public that lip-reading is detrimental to existing hearing. Many parents object to their children's having lessons on that account, and even doctors have frequently been known to advise against lip-reading because of a belief that it would injure what hearing remained. Miss Adams believed that it was untrue that lip-reading was ever detrimental to hear-

THE DIRECTORS' ROOM OF THE BOSTON GUILD, SHOWING THE DISPLAY OF HEARING AIDS—THE GLOBE, DICTAGRAPH, GEM AND HARPER COMPANIES WERE REPRESENTED

ing, and hoped that some of those present would testify in regard to it.

MISS JOSEPHINE TIMBERLAKE spoke of her interest in all deaf children, and of her more recently aroused sympathy for the slightly hard of hearing child who obviously heard too well to go to a school for the deaf. She said that, whereas the Volta Bureau had collected no statistics as to the number of such children, it seemed true, from reports that had been received, that the number in a city the size of Boston would be nearer 1,300 than 22. Even, however, if there were only 22, something ought to be done to give them lip-reading, instead of dismissing them, as many teachers of the deaf seemed apt to do, with the remark, "Oh, that child hears too well to go to a school for the deaf; he ought to stay in public school." Miss Timberlake hoped that all the delegates, when they returned home, would take an interest in the child who was "just a little bit hard of hearing."

MISS LEHMAN said that, as a result of a recent survey made by the New York

Board of Education, 4,000 children were reported as being deficient in hearing, but that no effort had been made to give these children lip-reading. The New York League was forming a plan by which, in the near future, classes for these children might be established.

CHAIRMAN KENNEDY expressed great sympathy for the hard of hearing child because of her own experience. Not realizing, for several years, that she was growing deaf, she, as a sensitive child, believed that she had softening of the brain, and labored for many months to keep her parents from the distress of discovering it!

MISS LOUISE HOWELL wished to add her testimony to the fact that lip-reading in no wise impaired residual hearing. She told of the great improvement in a pupil of hers, a child of nine, who had made very rapid progress and whose hearing, according to the testimony of several of those who knew her, was apparently very much improved, as well as her general health. Miss Howell men-

tioned another pupil, a nurse, whose health had improved greatly as a result of the removal of strain afforded by lip-reading.

Miss Howell said that she had obtained excellent results in developing memory by writing on the blackboard the words used in the lesson and giving to the pupils a sentence containing each word. After the entire list was completed, she asked the pupils to give back to her all the sentences they could remember. This exercise made the pupils more alert, in addition to training their memory.

Miss Howell said further that she had found teaching lip-reading to groups very successful. After having obtained permission to open a free evening class, by showing the Board of Education how lip-reading would benefit the community by giving it more cheerful, and consequently more efficient, citizens, she secured excellent results with her very first class, a surprising number of whom understood with little difficulty, although they had no instruction. Miss Howell believes that group work, properly conducted, is even more helpful than private work.

Miss McDermott returned to the platform to add something about the Chicago work for hard of hearing children, to whom she had not previously referred. She said that a recent survey made by the Board of Education showed three thousand deaf or hard of hearing children, and 3,700 children who had discharging ears or some other trouble which rendered them potentially deaf. The Chicago League was stirred by this report to make plans for having, during the next school session, an otologist and an ear clinic in the schools.

Mrs. Nitchie said that she had yet to hear of a case in which the hearing had been injured by the study of lip-reading, and cited the statement of a prominent otologist, before the New York Academy of Medicine. This otologist said that he believed that in some cases, through relieving the nervous strain which comes from deafness, lip-reading might benefit the hearing. Mrs. Nitchie gave as another illustration the case of a twelve-year-old boy, a pupil of her school during the last session, whose doctor had for several years prevented him from study-

ing lip-reading, for fear that he might lose more of his hearing. The boy had come to the school with a worn, strained expression. Now he is alert. His face beams with energy and ambition, and his own otologist, who had prevented him from studying lip-reading, says, "I think Albert hears better. I never saw such a change in my life."

CHAIRMAN KENNEDY told of a conversation, after the morning session, with a young woman who spoke to her and asked whether a person, whose hearing was affected in only one ear, should study lip-reading. Miss Kennedy said yes, and the young woman replied: "But the otologists have said that these persons should exercise the inner ear, and therefore should not take up lip-reading." Miss Kennedy's answer was: "I do not wish to argue with the otologists, for I know nothing about the ears, but I do know something about deafness and speech-reading, and all I can say is that anybody whose hearing is below normal will be improved physically and mentally by taking up the study of speech-reading."

At the suggestion, respectively, of Miss HOWELL and MRS. DEWEY, votes of thanks were extended to Dr. Phillips for his address before the otologists at the morning session, and to the Speech-Readers Guild of Boston for their charming entertainment of the American Association for the Hard of Hearing during the convention.

CHAIRMAN KENNEDY replied: "In behalf of the Speech-Readers Guild of Boston, I should like to say that it considers this occasion as the greatest event of its life and a most wonderful privilege and inspiration."

(Convention adjourned, *sine die*.)

THE JUNE CONVENTION

Announcement is made that the Annual Meeting of the American Association for the Hard of Hearing will be held in Toledo, Ohio, June, 1922.

Plans are progressing rapidly among the members of the Toledo League, and there is every indication of a most inspiring meeting. More details will be given in the April VOLTA REVIEW.

It is earnestly hoped that every organization in the United States and Canada will be represented in Toledo. Have you appointed your delegates?

EDITORIAL COMMENT

MAKING THE VOLTA REVIEW MORE HELPFUL TO TEACHERS

It was very gratifying to the editor to receive, from several teachers, letters of approval of the plan discussed in the opening pages of the December issue. The plan (to make each number of the magazine a mine of valuable information and suggestions to teachers of deaf children, as well as of the hard of hearing adult) is surely one that is capable of accomplishment. All that is needed is the interest and support of the teachers themselves—and *their willingness to send to the magazine articles or suggestions along lines in which they are interested.*

More gratifying still than the letters were two articles which were sent in response to the appeal. Both appear in this issue: "Questions and Answers," by Tobias Brill, and "A Good Motion Seconded," by Martha E. Bruhn.

At teachers' meetings, in conversation with other teachers, in daily schoolroom work, every teacher is constantly receiving ideas which, if published, would be helpful to other members of the profession. Will YOU not regard this as a special invitation to you to do your part toward the advancement of the cause of educating the deaf, and send to the magazine your contribution of experiences and ideas?

HARD OF HEARING CHILDREN

There are so many of them! Do you realize it? Probably not. When the school for the deaf was established at Hartford, in 1817, it was thought that enough space and equipment would be provided there for all the deaf children of the United States. No one had any idea of the great number, all over the country, who were growing up in ignorance and neglect.

The case is the same with the hard of hearing child. A public school teacher, asked about children in her room whose hearing is defective, will usually say, "Why, I've never had a case of that kind!" If she only knew it, little Billy, who tried for two years to make his

grade and was finally sent to the backward class, would have been able to answer her questions readily enough, if he had heard what Nellie, in the back of the room, said on the subject the day before, or if he hadn't misunderstood just one little word in the query!

"But he isn't really deaf," she says, when you tell her the state of affairs. "He understands me when I speak to him, if he pays attention." Exactly. Nellie, back there, hears what the teacher says even when she is half-thinking about the new way Mary has done her hair, but little Billy has to have every ounce of concentration he possesses focused on the teacher's meaning. *She* doesn't know it, she thinks he's just slow and stupid. *He*, poor chap, doesn't know it, he thinks so too, and shrinks still farther back into his shell of hesitation to say anything.

Speak to the teacher of the deaf about Billy. "Why," she says, "he isn't really deaf. He hears entirely too well to be in a school for the deaf. It will be far better for him to stay in public school, among hearing children." And undoubtedly she is right. But, too many times, she fails to add what should always be added—"He ought to have lessons in lip-reading. If he learned to read lips readily, his slight deafness would scarcely be noticed, and he could keep up with his class."

Readers of THE VOLTA REVIEW, are you doing all in your power to have the hard of hearing children in the public schools of your city taught lip-reading? Are you trying to have a clinic established where their ears may be examined and where their hearing may possibly be improved or prevented from growing less? Every one of us ought to make this matter his personal concern, because we know something of the difficulties under which little Billy and his fellows are trying to work, while he, his parents and his teacher have sometimes not the slightest suspicion what the trouble is.

Teachers of deaf children, organizations for the hard of hearing, get together on this matter. The children exist; the school boards will provide teachers of lip-

reading for them if the subject is properly presented; we must find them and have them taught. Who knows but that we may save many a life from being warped, many a mind from being stunted in development, many an intelligent producer from becoming a burden in later life and a member of the "down and out" class which some organization for the hard of hearing adult must reconstruct? We must not allow them to need reconstruction!

Two articles which appeared in THE VOLTA REVIEW for January ought to be read by every person who is in any way interested in children. They are, "Examination and Care of Hard of Hearing School Children," by Dr. Franklin W. Bock, of Rochester; and "The Organization and Teaching of Lip-Reading in the Public Schools of Lynn," by Caroline F. Kimball. The Volta Bureau has had a limited number of reprints made of these articles, and will supply them at a cost sufficient to cover the expense of reprinting, to any person or group who wish to arouse interest in their city. Order a supply, distribute them, and *start something*. It is a great work, and we must all have a hand in it.

THE OTOLOGIST AND HIS PATIENTS

Not all physicians, not even all who specialize on the treatment of the ear, realize that "the responsibility of the physician to his patient does not end with the medical care." Doubtless in by far the majority of cases, even when the doctor is honest enough to tell his patient that he cannot improve his hearing, he does not offer a single suggestion that will help the patient meet and overcome the handicap which must be his.

Every physician can be of inestimable help to many deaf persons, entirely aside from treatment. Every physician ought to know, and be interested in, the work being done in so many cities among those who are facing lives of isolation, privation and unhappiness, because of loss of hearing.

Have you tried to see that the physicians in your town are informed on this subject? Have they been to your league, club, or guild to see something of the work you are doing? Do they know of

the transformed lives that are the result of your efforts?

These matters were discussed last summer at the convention of the American Association for the Hard of Hearing, and every physician should read what Drs. Hays and Phillips, of New York, said at that time, also what Dr. Kerr Love, of Glasgow, said about the work of physicians in preventing deafness. Their papers, "The Physician's Responsibility to the Deafened" and "How to Prevent Deafness" have been reprinted by the Volta Bureau. Get a supply for your organization (at a small cost, sufficient to cover the expenses of reprinting), and see that they are put into the hands of every physician in your city. They will be of great assistance in arousing interest among their readers in your work for the hard of hearing.

MR. L. L. WRIGHT

Mr. Luther L. Wright, for eight years superintendent of the Michigan School for the Deaf, was born at Canton, N. Y., on January 18, 1855. He was educated in the public schools of Wisconsin, and at Ripon College, Wisconsin. He began teaching when a mere boy and spent his entire life in the work.

Mr. Wright first came to Michigan as superintendent of the public schools of Ironwood, Michigan. Ironwood was then a booming young mining town. It was there that he built up the remarkable school system that gave him such high rank as an educator. And it was from there that he was called by the State to serve as State Superintendent of Public Instruction, an office which he held without opposition until he was appointed superintendent of the Michigan School for the Deaf.

Mr. Wright was a broad-minded, liberal educator. He was intensely interested in, and ambitious for, his school, and was an able and efficient executive until ill health overtook him. He was a man of remarkable intellect and most unusual personality. All who came in contact with him felt his influence. The Michigan school has indeed lost a friend.

FRANCES K. BELL, *Principal*.

QUESTIONS AND ANSWERS

BY TOBIAS BRILL

THE principles contained in the article on Language in Intermediate Grades in the January issue of THE VOLTA REVIEW may be considered also the basis of our language drill in the grammar grades, for they include practically all the essentials of sentence constructions. Additional attention, however, might be drawn to a minor point which is sometimes overlooked. Deaf children are too prone to use the language of the question in their answers, or else, follow too slavishly a given model or formula, with the result that this mechanical method of answering questions sometimes continues right up into the advanced grades.

Two of our pet abominations are the invariable use of "because" in reply to the question "Why?" and the "by —ing" construction for "How?"

Q. Why were you late for breakfast?

A. I overslept. Not, *Because* I overslept.

In the first place, the pupil rarely realizes that this is the "short" answer, according to the terminology among teachers of the deaf, and falls into the mistake of separating this clause from its principal clause by a period instead of a comma. This alone, however, would be of very little consequence. The main objection is that the answer is not so smooth as it would be with the omission of the conjunction. A repetition of the statement in the question, followed by "because—" may be occasionally necessary in the primary grades, but should be discouraged as early as possible. What teacher has not had the exasperating experience of a pupil mechanically reiterating the substance of the question, and not until he has spoken or written the word "because," does he try to picture the sense of the question? This would be impossible if he had been taught to eliminate all these preliminaries and to attack the question at once, stating the *fact* of the reason in a simple sentence. Try it from your fourth or fifth grade up, and see if the result will not be gratifying.

Q. Why did you not do your lesson last night?

A. I had a headache.

Q. Why did Nathan Hale become a spy?

A. He wanted to help George Washington and find out the plans of the British.

Q. Why is England much warmer than Laborador, although they are in about the same latitude?

A. The Gulf Stream flows near the coast of England and so moderates its climate.

The question "How did — do it?" is generally best answered by a statement in a simple sentence, and hardly ever requires the stilted construction of "by —ing."

Q. How did he break his leg?

A. He slipped on the ice. Not, By slipping on the ice.

The advantage of the simple sentence is that, again, a repetition of the statement in the question is not needed, but above all, it is better and more natural English. A pupil who relies on the participial phrase as his cure-all for "How?" is quite at a loss when he comes to questions like "How does the use of alcohol affect the health of the body?" or, "How does the climate of a country depend upon its location?", all of which would offer no particular *language* difficulty, if he were in the habit of simply stating the fact which is in his mind, and did not try to force it into a "by —ing" form. It is, of course, necessary for the pupil to know the use of the participle as the object of prepositions, among them "by," but the emphasis should not be placed on the fact that this is a convenient form for answering most questions beginning with "how." Only *after* the pupil has learned to answer these questions by a statement in a simple sentence, may we show him that *occasionally* the participial construction would be the easiest way of expressing the answer.

Among question forms that are generally not included in most question charts are those of the following type:

What is the difference between —?

What is the effect of —?

What is the result of —?

The common factor in all of these questions is that they suggest a particular relationship which is to be stated or explained in the answer, but that there is no occasion, or even justification, for repeating the language of the question.

Q. What is the difference between "The Story of John Smith" and "Cinderella"?

If the pupils know the two stories, they can be easily led to sense that you are referring to the fact that one is a true story and the other a fairy tale.

Similarly, show the class that the question forms "What is the effect of —?" and "What is the result of —?" refer to what happened after, and as a consequence of, an occurrence mentioned in the question, and that the answer simply consists of stating the fact in the clearest and simplest form.

Q. What is the effect of water on iron?

If the question is not understood, paraphrase it by asking, "What happens if

water remains on iron?" and follow it up with others of a similar kind, such as,

What is the effect of smoking? (What will happen if you smoke?)

What is the effect of the big boys' behavior on the little boys? (What will the little boys do when they see the big boys act the way they do?) A. They will try to imitate the big boys.

What is the result of saving when you are young? etc.

The only point that this short article wishes to bring out is that the pupils must learn to recognize the type of a question from its *sense*, that is, the mental picture it produces, rather than from its *form*, and in answering questions, no attempt must be made either to adhere to stereotyped forms (formulas) or to try to use the language of the question in some changed form. As they advance, questions should be interpreted as titles to pieces of composition, or headings for short paragraphs, to be written. When our pupils have reached this stage, we may say they really understand questions.

A GOOD MOTION SECONDED

BY MARTHA E. BRUHN

THE December number of "Our Magazine" coming as it did, among our holiday mail, brought us good suggestions for the work in the new year at a time when we all, more or less, direct our attention to "good resolutions" and what the new year has in store for us.

Our attention is directed by the editor to the leading article in that number, "Apropos of THE VOLTA REVIEW," and it certainly deserves a hearty response and whole-hearted coöperation.

Let's get away from our field of work and look around in another direction. Have you ever thought of how old Peter Cooper must have felt when his first little locomotive, built in America, went puffing along the Baltimore and Ohio R. R. winning a race over the sturdy little white horse? What if we could call this venerable old inventor and philanthropist back a day and show him our grand twentieth century locomotive and thousands of

miles of railroads? Would he not want to give credit to many others whose names have never been put down in history for having worked out some little improvement that helped to make the locomotive what it is today? No invention was ever perfect at first. We cannot even trace it through its steps of development—why?—because hundreds of hands and brains worked out the details.

When speech-reading first superseded the older method of sign language it was an entirely new "invention." Now many minds are at work perfecting this "invention," and we need everybody to help us work out the details. New ideas, new material, new experiences, new ways of interesting especially the pupil who has mastered the principles of the art, these are the details in our work that will make our twentieth century progress in the teaching of this art noteworthy.

We do not need so-called "new

methods," for upon examining them we can see that they are simply new forms and variations of the two methods, originated about the same time, 1902, and now represented in almost every state. We have already found the "steam" to make our engine go. Let's make "Our Magazine," THE VOLTA REVIEW, our workshop where each one of us brings his or her contribution to become a part of a great and useful whole.

Miss Coralie N. Kenfield's interesting article on Homophenous Words suggested to me a brief contribution along that line. We, too, have found these words "hard nuts to crack" and welcome her helpful words, and hope that our method of handling them will prove interesting.

It has been my experience that it is not wise to begin a special study of these words until the pupil has had at least half the regular course. I don't mean to say that we do not tell pupils about them before this. In the very first lesson we have *may*, *bay* and *pay* in sentences, and also *me*, *be*, *pea*, *bee*. Pupils are told that even the best trained eye cannot tell such words apart and that they must be given in sentences. In each and every lesson the pupil will be given some such words, but the special study begins later. In 1916 I published a set of sentences in THE VOLTA REVIEW for the study of the homophenous words. There are 593 groups of words, one or more sentences given for each word in the group.

Pupils are given blank-books. These should be fair sized in order to contain all the words. Students find it valuable to keep these books when the list is complete. The sentences are given as follows:

The teacher repeats the first sentence in the group and tells the pupil which word to write, for example, *That is not the right amount*. The pupil repeats the sentence and the teacher says, "*amount*," which word the pupil then writes down. Continue with other sentences as follows: *It is about time to leave*. Pupil repeats and this time must find the homophenous word "*about*" for himself and write it both the first word.

Third sentence, *Many rivers abound in*

fish. Pupil repeats and writes word *abound*.

Fourth sentence, *That is about the same amount*. Pupil repeats and this time merely points to the two words *about* and *amount* that have already been written. Many groups contain sentences where the same word is used twice or even three times especially if the word has different meanings. In this case pupil points to the word already written.

When all the sentences in one group have been given, the teacher must say that a new group is to be started and must, of course, give the first homophenous word to be written in the new group. Pupils should write words in columns, separating each group by a line. This way of practising these words is excellent and pupils find it most interesting. Not more than three pupils should be in such a class. In our school we use this exercise mostly with individual pupils.

It not infrequently happens that pupils find more words belonging to a group or will ask why such and such a word does not belong there.

It is the only time we allow pupils to write, for we want them to spend all their time reading lips. This one word, however, does not take much time, and, moreover, it makes an otherwise dull, uninteresting list have a special value for the individual who has worked it out. In this respect, do you not find that adult pupils are exactly like children, inasmuch as a good method of presentation of a difficult subject is half the battle won?

The one and only way of getting helpful suggestions must be through "Our Magazine," for our fields of work lie too far apart for frequent personal exchange of ideas (even with a twentieth century locomotive at our disposal). So why not make the best possible use of an opportunity that lies so close at hand and is within the reach of *all* of us?

WELL—WELL!!

"The Harvest Festival will take place on Thursday next at 7 P. M. Offerings of fruit, flowers, vegetables, and fresh eggs will be gratefully received. If every member of the congregation lays two eggs in the font on Thursday they will be sent to the Hospital."

(London) *Church Times*.

YOUR ASSOCIATION

Some of the subscribers to THE VOLTA REVIEW do not realize that they are members of the American Association to Promote the Teaching of Speech to the Deaf. Some of them have never looked inside the back cover of THE VOLTA REVIEW, to see who are the officers and directors. To them the Association is only a name, and not always a very familiar one.

Just as every person who becomes a member of the Association receives a subscription to the magazine so every person who subscribes for THE VOLTA REVIEW automatically becomes a member of the Association.

"But," some one occasionally asks, "what does the Association exist for, besides the publication of the magazine?"

A very great deal more, we answer. All the work of the Volta Bureau is carried on by the Association. It answers inquiries from those who, dazed by the discovery that they have the responsibility of bringing up a deaf child, learn of the Bureau and write for information and guidance; it handles books on the education of the deaf; it preserves the largest and most complete library in the world on subjects relating to the education of the deaf.

It promotes the teaching of speech to the deaf, (A) by providing for the tuition of the normal students at Clarke School; (B) by distributing literature on the subject; and (C) by collecting statistics showing the progress of speech-teaching throughout the United States and Canada.

It maintains a teachers' agency free to all members; it answers queries of all kinds in regard to the deaf, the hard of hearing, schools, lip-reading, hearing aids, etc., etc. The number and variety of letters received daily by the Bureau could scarcely be imagined by the average member of the Association.

YOU, ONE OF THOSE MEMBERS, HELP TO MAKE THIS WORK POSSIBLE

By your small membership fee you perhaps bring hope to the heart of some mother who has been shuddering at the thought that her deaf child would have to grow up dumb; or encouragement to some lonely, downcast soul, who, deprived of deafness of his means of understanding his fellowmen, has despairingly resigned himself to a life of wretchedness. Surely you are interested in this great work. Surely you want it to continue and to grow until every deaf child and every deafened adult is receiving the instruction and guidance that will help him most.

Then do your share!

One of the most carefully considered subjects at the recent annual meeting of the Board of Directors was the ever-present difficulty of securing funds sufficient for the expenses of the Volta Bureau and THE VOLTA REVIEW. Evidently the solution lies with the members of the Association. If YOU will retain your membership (taking a life-membership, if possible), read the magazine thoroughly, recommend it to your friends, write for it, advertise in it; if YOU will tell the parents of every deaf child you encounter about the work the Association is doing *for them*, and urge them to join it; if YOU will tell every hard of hearing person you meet that there is a Bureau from which he can get advice and help, and urge him to subscribe for the only magazine which contains articles written especially for him—if YOU and all the other members of the Association will do these things, the Association will have money enough to do better and broader work than ever before. WILL YOU?

WISPS OF HUMOR FOR THE PRACTICE CLASS

BY EDITOR B. KANE

Perverted Quotations

IN THIS work pupils may first give the perverted quotation, and then the original if they can. Or, if the teacher prefers that the pupils get most of the practice from her mouth, then she can read the original, and the pupil holding the perverted quotation must come forward, repeat the original, and then give the perverted quotation as it is written on her slip of paper. Here are a few from Noah Lott's *Silly Syclopedia*:

1. "Lives of great men all remind us
Life is really not worth while
If we cannot leave behind us
Some excuses for a smile!"
2. It's a long worm that hath no turning.
3. A fool and his money are soon spotted.
4. Tell me what you eat, and I will tell you what you are.
5. Friends, Romans, Countrymen—lend me five dollars!
6. Beauty is only a skin game after all.
7. Fine feathers make fine birds—take to the woods.
8. Great oaths from little aching corns do grow.
9. It is a wise son that owes his own father.
10. Journeys end in party tipplings.
11. The way of the transgressor is hard—on his family.
12. Uneasy looks the face that wears a frown.
13. All is not cold that shivers.
14. One half the world doesn't know—why the other half doesn't get off the earth.
15. Light hands make many work.
16. People who live in glass houses should pull down the shades.
17. Money is the root of much friendship.
18. A hair in the head is worth two in the brush.
19. Rolling stones gather no moss—but just see all the excitement they have.
20. Marry in haste—repent in Reno.
21. Be sure you're ahead and then go right.
22. Laugh and the world laughs with you—snore and you sleep alone.
23. Time and tide bring luck to the fisherman.
24. A thorn in the bush is worth two in the hand.
25. You can fool some of the people all the time if you care to spend your money that way.

And here are more *Perverted Proverbs*, from here, there and everywhere!

1. Money talks, but nobody knows what kind of grammar it uses.
2. Birds of a feather flock together on theatre hats.

3. Where there's a will, there's sometimes a law-suit.
4. A miss is as sweet as her smile—sometimes!
5. A rolling-pin gathers no dough.
6. He laughs best who laughs with a full stomach.
7. Necessity is the invention of mothers.
8. Give him a pinch and he will give a yell.
9. A stitch in the side will make your doctor ride.
10. All work and no pay makes the landlord gray.
11. All work and no play won't pay in the long run.
12. More speeds, more fines.
13. All's swell when you have the tooth-ache.
14. A girl of beauty is a belle forever.
15. A kiss is as good as a smile.
16. A new broom wears out the carpet.
17. Throw out the frying pan and use a fire-less cooker.
18. The early worm destroys the vine.
19. The last camel ate the straw.
20. Eat, drink and be merry, for tomorrow you diet.

Foolish Definitions

This material causes much laughter, as well as proving interesting work to the pupils. In my experience with this, I found it most successful and enjoyable to call upon a member of the class to give the correct meaning of the word I mentioned, and after it was understood by all, I read the foolish definition, which, as you will see, was entirely different. There are many, of course, but these I give, were most amusing to all.

- Accident—A condition of affairs in which presence of mind is good, but absence of body is better.
- Adversity—A bottomless lake, surrounded by near-sighted friends.
- Age—Something to forget about in a birthday book.
- Appendicitis—A modern pain, costing about \$500 more than the old-fashioned stomach-ache.
- Bill-of-fare—A list of things you eat. Distinguished from Menu by figures in the right-hand column.
- Birthday—The anniversary of one's birth, observed only by men and children.
- By-stander—One who is injured in a street-quarrel.
- Caddie—A small boy employed at a liberal sum to lose balls for others and find them for himself.

- Cauliflower**—A cabbage with a college education.
- Cinder**—One of the first things to catch your eye when traveling.
- Conscience**—The fear of being found out.
- Diamond**—A bright gem the sparkle of which sometimes renders a woman stone-blind to the defects of the man proffering it.
- Dyspepsia**—A good foundation for a bad temper.
- Echo**—The only thing that can cheat a woman out of the last word.
- Economy**—Denying ourselves a necessity today in order to buy a luxury tomorrow.
- Explosion**—A good chance to begin at the bottom and work up.
- Exposition**—An overgrown Department Store, usually opened a year or two behind time.
- Failure**—The quickest method known of making money.
- Fly-screen**—An arrangement for keeping the flies in the house.
- Giraffe**—The champion rubber-neck of the world.
- Housecleaning**—A domestic upheaval that makes it easy for the Government to enlist all the soldiers it needs.
- Husband**—The next thing to a wife.
- Hotel**—A place where a person often gives up good dollars for poor quarters.
- Individuality**—A harmless trait possessed by one's self. The same trait in others is downright idiocy.
- Island**—A place where the bottom of the sea sticks up through the water.
- Jersey**—Well knit.
- New Jersey**—Well bit. See Mosquito!
- Jury**—Twelve men chosen to decide who is the better lawyer.
- Keepsake**—Something given us by someone we have forgotten.
- Lawyer**—One who defends your estate against an enemy in order to appropriate it to himself.
- Lie**—A very poor substitute for the truth, but the only one discovered up to date.
- Lobster a la Newburg**—A dish ordered at hotels by those who usually get beans at home.
- Mark**—In Germany twenty-three cents. In the United States only Twain.
- Miracle**—A woman who won't talk.
- Mosquito**—A small insect designed by God to make us think better of the fly.
- Neighbor**—One who knows more about your affairs than you yourself.
- Patriot**—One who is willing to take all of Uncle Sam's bonds in a lump.
- Pearl**—A small round product manufactured by an oyster, bought by a lobster and worn by a butterfly.
- Philanthropist**—One who returns to the people publicly a small percentage of the wealth he makes from them privately.
- Policeman**—A never present help in time of trouble.
- Postscript**—The only thing readable in a woman's letter.
- Pullman Porter**—A legalized train-robber.
- Repatee**—The sassy habit of talking back.
- Sinner**—A stupid person who gets found out.
- Telegram**—A form of correspondence sent by a man in a hurry and carried by a boy in sleep.
- Tips**—Wages we pay other people's hired help.
- Trouble**—Something that many are looking for but no one wants.
- Water**—A thin substance applied to stocks with which to soak buyers.
- Word**—Something you must keep after giving it to another.

Foolish Advertisements

These have appeared at various times in magazines, periodicals, etc.

Parlor maid wanted for *nearly-married* lady.

Wanted—Girl to take care of baby about 18 years old.

Wanted—Apartment of four or five rooms with bath, by December 15 by young couple to be married next month near Lackawanna Station, in Newark.

Wanted—Saleswomen to sell molasses of unquestionable ability and character.

Colored woman wants washing at home.

Wanted—A large farm, having a large barn with 42 cattle in one corner of it.

A cup of coffee and a roll downstairs, 10 cents. "Visit our enlarged misses department."

Gentleman, employed, wishes furnished room for light housekeeping.

Wanted—Man to collect accounts not over forty years old.

Stenographer—Knowledge of French essential but not necessary.

Boy wanted to make himself generally useful on a country place. One who can milk and drive a Ford preferred.

Washington Place, 41—Attractive rooms, newly decorated; gentleman only, not visible Sundays.

Wanted—General housework girl with or without washing.

Lost—Big gray horse with one eye and one tail.

Wanted—A first-class fox-hound—no others need apply.

Wanted—Diamond ring suitable for lady or Ford car.

First class cow and 75-year-old hens for sale.

And now Jimmy the Office Boy, in the absence of the Editor, answers some questions that come to his newspaper—and then goes off to the ball game.

1. I am in love with a homely girl who works for us but she doesn't seem to care for me, while a pretty girl with lots of money wants to marry me. What shall I do?

Ans.: Marry the girl you love, and send me the name and address of the other.

2. My hair is just beginning to come out. What can I get to keep it in?

Ans.: Just get a sack.

3. I am 40 years old, have a very good but small farm, and am thinking very seriously of taking a wife. What would you advise me?

Ans.: Well, I should strongly advise you to be very careful about whose wife you take.

4. How can I tell when the water is just the right temperature for giving my baby a bath?

Ans.: If your baby gets terribly red and cries, then the water is too hot. If he gets blue and shivers, then of course the water is too cold.

5. What is the best substitute for coal?

Ans.: The very best we know of is steam heat.

6. The coffee bubbles and rattles in the top part of my percolator. How can I prevent it from doing this?

Ans.: You can very easily stop this by just leaving the water and coffee out of your percolator when you put it on the stove.

7. Every time I sing, tears come to my eyes. Please tell me how to prevent this.

Ans.: I should suggest that you might stuff your ears with cotton!

CONVENTION OF TEACHERS OF THE DEAF, TOKYO, JAPAN, JULY, 1921

A LETTER FROM THE JAPANESE ORAL SCHOOL

THE VOLTA REVIEW:

I am sending a picture of the Convention of Teachers of the Deaf, held in Tokyo last July. It was the first time that the teachers of the deaf had met by themselves. It had been customary before to hold a joint convention with the teachers of the blind.

The sessions were held in the assembly room of the Government School for the Deaf, of which Mr. Konishi is Principal. Miss Kramer, Mr. Murakami and I were delegates representing the new oral work. We were given an opportunity to speak and also to demonstrate with a group of our children from the Deaf-Oral School (Nippon Ro-Wa Gakko). The children did even better than we had

hoped, and received most hearty applause. Mr. Konishi and many others did all in their power to encourage our cause of oralism.

I am sending this picture and accompanying explanation, thinking it may prove of interest to the readers of THE VOLTA REVIEW. You will be glad to hear that Clarke School has extended a scholarship to one of our teachers in the training course for next year. Mrs. Hata will avail herself of it, and go to the States this coming summer. We are very happy over this fine opportunity for her and the great benefit it will prove to our school.

With warm regards, I am,

Sincerely yours,

HELEN O. REISCHAUER.

A SENSE OF HUMOR

BY JOHN A. FERRALL

MANY years ago Dr. Henry Drummond achieved considerable fame on the strength of an essay entitled "The Greatest Thing in the World." He had reference to love—" . . . the greatest of these is Love."

Dr. Drummond's choice has received universal approval, but from the standpoint of mere physical comfort and contentment—the ability to live one's life to the utmost, and at the same time to be easy to live with—I sometimes think that the greatest thing in the world is what we call a sense of humor.

A sense of humor is a lubricating oil that serves to keep the machinery of life moving smoothly and without friction. Not only is it of help in maintaining one's mental balance, but it also contributes largely to one's physical well-being. It is usually the serious folks who break down physically. And people who are able to see the humorous side of things (and there are usually at least the well-known 57 kinds of humorous angles to any situation) rarely commit suicide—and certainly never more than once!

It appears that a sense of humor, even though forced, has its economic value. I have just read of a successful man who, being asked what factor had contributed most to his start up the financial ladder, replied, after a moment's hesitation and thought, "Well, I rather think it was the fact that I laughed louder than any of the other employees at the boss' jokes."

I have also seen it asserted by a psychologist of national reputation that a sense of humor prevents one from making a fool of himself. Verily, 'tis a consummation devoutly to be wished. I find, however, that I cannot indorse the statement unreservedly, since to do so would be to argue that I am lacking in a sense of humor. At least, if I have one, and I shall continue to insist that I have, it has not always prevented me from—well, from falling into embarrassing situations, let us say.

However, most people are willing to concede the value of a sense of humor. Many appear to think, though, that it is

a heaven-sent gift—a thing that comes along with one at his birth, like red hair or blue eyes.

My own notion is that the faculty can be developed. The germ exists in almost every person. It is merely a question of getting to it and moving it closer to the surface so that it can reflect the humorous rays that fall upon it. I have seen a number of people develop from walking symbols of the undertaker's profession, into real human beings who could smile or even laugh without pain. Perhaps you've heard the story of the old farmer, disgusted with himself and life, who tried to ride a young mule? The trial ended with the old gentleman seated in the middle of a mud puddle, whereupon he remarked bitterly: "Gol dang my soul! I feel like I want to go off somewhere to some lonesome place and just hate myself to death." Well, that's the way some of the people I have in mind used to appear to feel. If they have developed a sense of humor, and they most undoubtedly have, I feel certain that anybody can.

A writer in the *Washington Herald* told recently of a case which came under her observation. "Among my friends," she writes, "is a superwoman who is as wise as she is witty, and who is equally filled with imagination and hard, practical common sense. She married a widower who had a lovely and intelligent little daughter nine years old, whose one defect was that she had absolutely no sense of humor.

"She was as tone deaf to laughter as Trilby was to music. Witticisms made no more dent upon her understanding than a snowball would upon armor plate. When people about her would roar over a funny story, she would stare at them in round-eyed wonder, her keen little mind searching through the sea of talk to try to find the clue to the mystery of what amused her elders. Humorous exaggeration was simply a lie to her. Everything was bald, up-and-down literalness to her.

"My first duty is to teach that child how to laugh," said the stepmother.

"But you can't do it," said the child's

relatives. 'You couldn't make her see a joke with a telescope! She has absolutely no sense of humor whatever.'

"'I'll develop one in her,' replied the new mother. 'I can't let her miss the best in life. I don't see how anyone can have the courage to carry on through life if he hasn't a sense of humor. There's so much that one must either cry over or laugh over, and to be able to laugh is the brave attitude.'

"So this wonder-woman took the funny papers and diagrammed their jokes for the little girl, and explained their quips, and dissected their humor, and showed her where the laugh came in, and why certain things were funny. It was slow work, but at last she opened up the unsuspected spring of humor in the little girl's soul, and from it bubbled up full-throated laughter, and today that child, now a woman, has an almost abnormal appreciation of the ridiculous and is noted as an exceptionally good story teller."

Buried in this recital is a valuable suggestion to the already overworked teacher of lip-reading: Try to develop your pupils' sense of humor—and perhaps your own. The plan outlined in the case of the little girl seems a good one. I think, too, that an excellent plan is to memorize a humorous story or joke that appeals to you, before attempting to tell it to your family or friends. Many a man has accused his wife of a lack of the sense of humor merely because she has failed to laugh at some story he has brought home with him—and utterly spoiled in the telling. What *she* has thought of his sense of humor would scarcely add to his self-esteem!

Miss Suter has a favorite story of this sort. It concerns a gentleman who, at the office one morning, remarked to a colleague: "Isn't that new overcoat of yours a trifle short?" "Well," replied the other quickly, "it will be long enough before I get another."

This so impressed the first man that he laughed heartily and resolved to repeat it to his wife. So at dinner that evening he remarked: "Johnson made a remarkably clever and witty remark at the office this morning. I suggested that his new overcoat was a trifle short, and he said

at once that it would be a long time before he got another. Ha! Ha! Ha!"

His wife, much to his surprise, did not join in the laughter.

"I do not see anything particularly humorous in his remark," she said, as her husband paused in his laughter.

He considered the matter thoughtfully for a moment.

"Why, don't you know," he said finally, "I do not see anything especially humorous in it myself now. But somehow it impressed me as decidedly witty when Johnson said it this morning. Curious!"

But his wife merely sniffed, sufficient testimony as to her opinion of men's notions regarding humor.

If you do not see anything particularly humorous in the story, I can only say that it sounded amusing as Miss Suter told it! And, anyway, she declares that the gentleman in question carefully memorized his jokes before repeating them, ever afterwards.

Of course, there are some who rather overdo things. I refer to those who memorize a few stories and repeat them indefinitely—and forever. This sort of thing is trying on the members of one's family, and the memorizer himself is not entirely removed from danger, as a result of his habit. What could be more embarrassing, for example, than the experience of a gentleman who had taken his little son along with him to an evening party. At an early opportunity he told one of his favorite stories, which received an enthusiastic reception. Judge his dismay, then, to hear his little son call out, as the applause died down: "Now, Papa, tell the other one!"

When one starts out to be a missionary in the field of humor, however, it is just as well to realize that the mere fact that a person does not laugh at the jokes which amuse us is no proof that he is lacking in a sense of humor. So it follows that desirable as it is to develop the sense of humor in our fellows, for their own sakes and for our own, it is very important that the value of tact be not overlooked.

As to differences in humor appreciation: *Don Quixote* is admittedly one of the world's masterpieces of humor. But I have never been able to laugh at or with

the Don. To me he is a lovable old fellow, and his adventures, even with the windmill, pathetic.

On the other hand, almost any incident with an absurd anti-climax amuses me vastly. For example: A minister entered a barber shop to get shaved. He had seated himself in the barber's chair and the latter had started to work before the minister observed that the barber was slightly the worse for wear because of indulgence in some sort of alcoholic stimulant. But there seemed to be nothing to do but sit quietly and hope for the best. The shaving finished, the minister adjusted his collar and tie before the mirror and gazed ruefully at the numerous cuts upon his freshly shaven visage. It occurred to him that they offered a good opportunity for a little sermon on the evils of indulgence in intoxicating liquors.

"You see, my man," he said, "what strong drink does?"

"Yes, sir," replied the barber, solemnly, "it makes the skin very tender."

A recent story of the same nature tells of a traveler whose train stopped at a small station which had quite a reputation for its sandwiches. The man called to a small boy on the station platform and giving him twenty-five cents told him to run and fetch him one of David's famous sandwiches. "And," he said as an afterthought, "here is another quarter. Buy a sandwich for yourself."

The boy came back in a few minutes, eating one of the famous sandwiches. He calmly handed the traveler twenty-five cents, remarking, "There was only one sandwich left."

When I was about fourteen, I attended a vaudeville performance at which one of the actors recited the following lines:

The lights that shine so bright tonight,
Right here in this theater;
Are not the lights that shine so bright,
In Denver, Colorado.

The lines are absurd enough, of course, but they did not impress me as being especially funny. But the boys with me laughed loudly and so continuously that it served to impress the lines indelibly on my mind. I suppose I have repeated them a hundred times or more since to

individuals and at parties—and they have seldom failed to "bring down the house." And still I do not see why!

A year or more ago a story was circulated about a certain governor who lost a member of his staff and there was an unseemly scramble for the office even while the body was still at the undertaker's awaiting burial. One candidate called upon the governor.

"Governor," he asked, "have you any objection to my taking Colonel Blank's place?"

"No," replied the governor, "I have no objection if the undertaker is willing."

I have told this story a number of times, but its reception is always a little depressing. It simply does not take. Perhaps it is rather on the border line of good taste.

Here is another type of story, repeated in an infinite number of forms, which always amuses me: An American golfer visiting England and playing on one of the well-known courses there, jokingly explained to his English host that in America they had invented a golf ball that squeaked when it was lost. The Englishman was astounded at the cleverness of the invention. After dinner that evening, however, he approached the American guest. "It is certainly extraordinary," he declared, "that golf ball that squeaks when it is lost and so attracts attention to itself. But the thing that has been puzzling me ever since you told me of the invention is this: How does the golf ball know when it is lost?"

Years ago some of the American newspapers and magazines ran little sketches under the title "From the Lips of Ananias"—sketches somewhat along the lines of the famous stories of Baron Munchausen. I have one of these clipped from the *Topeka Capital*, and bearing upon the rapid growth of corn in Kansas. It says: "News comes from Southern Kansas that a boy climbed a cornstalk to see how the sky and clouds looked and that now the stalk is growing faster than the boy can climb down.

"The boy is clear out of sight.

"Three men have taken the contract for cutting down the stalk with axes to save the boy a horrible death from starving, but the stalk grows so rapidly that

they can't hit twice in the same place. The boy is living on green corn alone, and has already thrown down over four bushels of cobs.

"Even if the corn holds out there is still danger that the boy will reach a height where he will be frozen to death. There is some talk of attempting his rescue with a balloon."

Even more surprising than difference in tastes so far as humor is concerned is the tendency to laugh at things which in themselves are not at all humorous, but instead tragic. For example, most of us find it difficult to restrain at least a broad smile when we witness, in the movies or in real life, a fat man slip upon a piece of ice or a banana peel. And yet we cannot help but know that such a fall might easily result in serious or even fatal injury.

The supreme triumph, however, in the case of the deaf is to learn to laugh at our own mistakes. That is the ability that takes much of the sting out of life. And we should really be able to appreciate even the somewhat exaggerated stories told at the expense of the deaf. They are not always so widely exaggerated, either. Take this story from Hodgson's book of anecdotes of the deaf—there is more than a grain of truth in it: "A department

clerk having to solicit a favor of his chief, who was horribly deaf, asked an audience of the great man and on being shown in the latter's office shrieked:

"I am glad, sir, to see that your deafness has almost entirely disappeared."

"Hey?" asked the great man, his hand to his ear.

"I am glad, sir, to see that your deafness has almost entirely disappeared," bellowed the clerk.

The great man put his hand down from his ear and passed a pencil and pad of paper to the clerk.

The clerk hesitated for a moment and then resolutely wrote, "I am glad, sir, to see that your deafness has almost entirely disappeared."

The great man smiled, a beatific smile, and exclaimed warmly, grasping the clerk's hand: "Thanks! It has! And now, young man, what can I do for you? Name the thing and it shall be done!"

Hasn't practically every one of us acted just as absurdly on one occasion or another—and hasn't every hearing person as well, for that matter. Of course! Then why be so "touchy"! As some philosopher puts it: There are enough serious things in life without considering yourself one of them.

A NATION OF HARD OF HEARING PEOPLE*

BY FRED DE LAND

WHY continue to burden humanity with new and avoidable cases of loss of hearing? Aside from the millions in money now expended in the treatment and the training of persons whose hearing should not have been lost, think of the saving in misery, in suffering, in

heart-breaking disappointments, if there were no new cases of loss of hearing.

The prevention of new cases of acquired loss of hearing is not a dream. It is a practicable possibility that can be brought about within a few years *if* all the people will awaken to the economic wisdom of observing a few simple rules in sanitation and in fair play. In no other country are health conditions maintained as well as they are in this country. Yet there is urgent need of a nation-wide popular movement that will result in an intelligent and cheerful coöperation with all existing efforts to eliminate not only the contagious diseases, but all the many other causes and conditions that leave loss of hearing in their trail.

*EDITORIAL NOTE. This is the first of three articles concerning the prevention of deafness and the conservation of hearing, which Mr. DeLand has promised to write for THE VOLTA REVIEW. He states that these articles "will not be written for the professional reader, but for the general public; for those who have little or no conception of the crippling character of loss of hearing." This first article deals mainly with the adult hard of hearing, and only indirectly with the deaf who lost their hearing in infancy or early childhood.

Some aurists in many lands believe that the prevention of new cases of acquired deafness is a practical possibility; not merely the dream of a visionary enthusiast. Not *all* aurists, but many among the more experienced. Not *all* physicians believed that it was possible to eliminate the causes and conditions that preceded yellow fever. Fortunately there were physicians who did. If space permitted, the favorable opinions of many aurists could be cited, but space in THE VOLTA REVIEW is valuable; thus one must suffice.

Referring to the day when new cases of deafness will be rare, the eminent English aural surgeon, Dr. MacLeod Yearsley, said: "I believe our dreams will be realized some day, although we shall not live to see it." Concerning the possibility of enlisting public coöperation in the work of eliminating the causes and conditions that precede deafness, this unselfish worker for the betterment of humanity said: "The great impersonal body, the public, is beginning to get a glimmering of the idea that deafness can be prevented, and once the public gets an idea fixed in its mind, it calls for something practical and see that it gets it."

Only three hundred years have passed since our forefathers landed in New England. Yet the results of surveys lead one to wonder whether, when three more centuries shall have passed, nearly all Americans will be hard of hearing, provided practical measures are not promptly taken to conserve good hearing. When it is recalled that many of the conditions that aid in diminishing acuity in hearing have arisen or been developed within the past one hundred years, is it unwise to call attention to the detrimental possibilities of the future?

Where lies the remedy? In persuading the public to perceive the wisdom in cheerfully coöperating in the elimination of whatever tends to diminish the normal power of the sense of hearing.

Says Mr. Faint Heart: "But think how long a time may elapse before all the people will coöperate, how many obstacles will have to be overcome, and how much opposition will have to be faced." Comes Mr. Courageous Believer,

and replies: "Very true, but the essential question is not how long the unselfish work is to continue, but *is it worth while?* So far as opposition and obstacles are concerned, we Americans are born 'overcomers'."

Granted that all of us will have turned to dust long before a full victory is gained, surely it is a cause that is well worthy of long years of unselfish effort. There is something in the atmosphere that enables the seemingly impossible to be achieved in America. Compare the America of a hundred years ago with the America of today! Is it not a transformation to be proud of?

How best can the public be led to cheerfully coöperate? I believe that the wisest plan is to encourage the formation of a local "Conservation of Hearing Society" in every city, town and village. Wherever the organization of such a society is planned, it should be made plain to all the people, that it will not be a commercialized, a charitable or a benevolent association. It is to be a band of earnest men and women willing to ignore all petty feelings, all captious criticism, while unselfishly working as a unit to achieve its purpose; to become a vital factor in aiding to conserve the nation's economic man-power.

Through the formation of many local societies, the organization of county and state societies will naturally follow. In turn will come county and state conventions. Then a national society may be organized and a national convention held. Thus the publicity secured at each step should be very helpful in educating the public to perceive the wisdom of coöperating in so helpful a movement.

Again comes Mr. Faint Heart: "But what will become of all the schools for the deaf and the hard of hearing, if there are no new cases of deafness?" The reply is that humanity would be far better off if there were no further need for such schools. However, let it not be forgotten that probably every teacher now living will have passed away before the full victory is gained. Moreover, of the many teachers of the hard of hearing adult that I have interviewed, teachers whose every dollar is invested in their respective schools, every one offered to

do all in her power to promote a nationwide campaign for the conservation of hearing.

Those teachers are a host, "a great army with banners," in themselves. And they know what you ought to know: that loss of hearing is the most cruel of handicaps. It is an active enemy that must be kept under control to prevent it from becoming the master. For indescribable misery follows when will-power, courage, determination, self-reliance, are overpowered by the demonic deafness. If you doubt the desolating destructiveness of deafness, prior to the time when a marvellous transformation is wrought in the individual by the "subtile art of lip-reading," apply for proof to the officials of any one of the many clubs, leagues or guilds established by and for the hard of hearing adult.

Those who know declare that deafness is a greater calamity than blindness, for that is a visible affliction. But the invisible injury of loss of hearing rarely receives the thoughtful consideration that is freely shown to the blind. So destructive to individual morale is the demonic power of deafness, and so numerous are the hard of hearing, that thousands are bravely fighting to save themselves from being submerged in the slough of hopeless despondency. Many are now on the firm foundation of the "subtile art," and are unselfishly striving to rescue their less fortunate fellows in misery. But the latter are increasing in numbers far more rapidly than are the facilities for rescue work. Thus for each transformed being, there are a dozen despondent adults, some cultured, some excellent craftsmen, some otherwise. In age they range from eighteen years to eighty, and all received their early education in schools for hearing children. Hence, as all these hard of hearing adults had a good command of speech and language when hearing vanished, all were familiar with, and participated in, the enjoyments of social life. But now all that is merely a memory.

Why should the causes and the conditions that tend to increase such unutterable misery be tolerated among a people that were awakened to the necessity of eliminating the causes and conditions that tended to fatten "Yellow Jack?" If

the suggested "Conservation of Hearing" societies are formed, let us hope that among their members there may develop a General Gorgas and a Walter Reed.

THE SILVER LINING

BY SAUL N. KESSLER

What matter that I do not hear
The huckster bawling "Straw-bur-
rees!"
What matter that within my ear
There's rest from noises such as
these:

Crashing trains and babies crying,
Dripping rains and gossips lying,
Rivets rattling, dogs bow-wowling,
Urchins battling, cats meowing,
Crockery smashing, bells a-clanging,
Trucks a-crashing, doors a-banging,
Shoes a-squeaking, paper tearing,
Sirens shrieking, madmen swearing,
Machinery roaring, motors humming,
Drills a-boring, hammers, drumming,
Whining, groaning, coughing, sneezing,
Nerve-destroying and displeasing.

To these I pay no more attention;
My failing ears have brought me peace.
Just one thing more I've failed to
mention—
The lining is no "golden fleece!"

ENTERTAINING MOTHER

Mr. Pester: It's foolish for you to give your mother a phonograph for a birthday gift. You know she's so deaf she can't hear a sound.
His Wife: I know, but I bought a lot of those funny monologue records for her and you know she's clever at lip-reading.—*Selected.*

As ships meet at sea—a moment together, when words of greeting must be spoken, and then away upon the deep—so men meet in this world; and I think we should cross no man's path without hailing him, and if he needs, giving him supplies.—Henry Ward Beecher.

DEAR FRIENDS:

There are many blessings in being the Friendly Lady for THE VOLTA REVIEW. In the first place, through the Friendly Corner, I have come in contact with hundreds of souls who bear the burden of deafness. Every day or so a letter from some new friend arrives, and I am constantly receiving greetings from the older friends. Some of these folks live in solitary loneliness, far from any city, with its numerous diversions. The few human beings whom they meet they cannot understand, because of lack of training in lip-reading and because hearing devices vibrate upon unresponsive ears. Here is an opportunity to be friendly! Again there are bitter souls who live in angry silence among a host of fellowmen. They cannot readjust their lives, and live in a chronic state of complaint and unhappiness. Each new experience that recalls their affliction to them presses the thorn deeper into their hearts. There is a constant fester about the thorn. What a wonderful opportunity to help! They need to enter a league with other deafened people and have some of the sunshine that radiates from the smiling eyes and lips and cordial handshakes of such courageous souls as Mrs. Trask, Miss Kennedy, Mrs. Dewey, Miss Kinzie, and other worthy pioneers, poured into their darkness. Then there are the young people, slowly or suddenly deafened, bewildered by "the trick that Life had played upon them." Drifting toward cynicism, recklessly throwing out

their ballast. Who is going to catch their boats and pull them into quiet waters? I cannot do it alone. Some of them, with the high heart of youth, are daring the amazing labyrinths of collegiate studies. They cannot understand the lectures, but must attend classes, copying notes from occasionally unwilling classmates, reading books, hoping against hope—almost—that they have not missed enough to make them fail in examinations. What do you say to them? Do you say like many others, "I don't see how you do it! . . . Isn't it too hard for you? . . . Aren't you afraid you will break down? . . ." or do you encourage them to "talk shop" and tell you the details of their work, and show them you are genuinely interested in their endeavors? Then there are the working people, many well trained, educated, suddenly reduced to the class of untrained laborers, because of their deafness. What shall we do for them? Tell them "we wish we could help them, but we can't because employers are so foolishly prejudiced against employing the deaf," or shall we plunge into relentless warfare, never yielding until the employers *do* give them a trial and a chance to make good? There are other ways to help besides the ways I have mentioned. Boost this magazine. Many people, who need it, do not know it even exists, because you have not told them so. I have met many members of clubs and leagues for the deaf, who did not even know what I was talking about when I mentioned THE

VOLTA REVIEW. Why is this so? Boost your local league or the one that is nearest to where you live. Try to win more members. Try to make the work and play interesting and attractive to the members you have. Join the correspondence club and cheer those who live in lonely places. Do any or all of these things and then write and tell me of it, and I will publish your letter that others may read of what *you* have done, and be inspired to do likewise themselves!

I shall now quote you a few of the letters that make this work seem so worthwhile.

Minneapolis, Minn.

Dear Friendly Lady:

When THE VOLTA REVIEW comes I very often decide that the latest number is the very best and most helpful of any. This time I am going to begin the year by telling you of the impression made on me by the December number. The person who selects the "Memory Gem" for the cover surely knows how. "Gifts" is as beautiful as anything I have ever read. "The Art of Using Crutches" touches one who is deafened with a fine, bracing, wholesome touch, ridding one of the feeling that wearing an instrument is a burden and a bother and should be entirely abolished, if one wishes to be a proficient lip-reader. I saw Miss Kennedy at the Boston convention in June, and her cheering and beautiful personality was one of the best things in the convention.

Speaking of that convention, you quote from a letter which is from a good lip-reader who got almost nothing from the papers, because they were all read and not spoken. I am very grateful to her for making that criticism. The one thing I hoped for at the convention was inspiration from seeing proficient lip-readers exercise their skill. I am a slow learner myself, but at the convention I fell among the goats and used one of the installed instruments—and heard the papers, but saw nobody doing wonderful lip-reading. At the next convention wouldn't it be well to have an exhibit of lip-reading by skilled people? We have here in Minneapolis, our wonderful Miss Lindquist who reads so well: one always longs to reach her proficiency. We are beginning the formation of a league.

Your corner is always interesting and the suggestion of a correspondence club is good. It would seem as if the Friendly Corner should be the center toward which correspondence should be directed.

This is just written to express my appreciation of what you and THE REVIEW and so many others are doing to make life fuller and brighter for all deafened people.

With best wishes for a happy New Year, I remain,

Your friend,

MRS. J. W. B.

One of the girls in the Johnny-Jump-Ups Club wrote this in her last letter to me:

Isn't it funny how many different ways you can put a thing—or rather, how many different ways a thing can be put, and you read the same thing over and over dressed up in its variety of rhetoric, and then a simple presentation of it will sort of hit you on the spot. I ran up against such a thing one day in the *Youth's Companion* (how many "youths" that has been a companion to), though perhaps it was the unenviable mood I was in as much as the paragraph. Even the most optimistic and cheerful—not to say frivolous—of us have our off-days when we get low in our minds and are inclined to dwell lingeringly on the fact that we are nobody in particular, and of what earthly use is it to "carry on" as best we may, when we think so poorly of our "best" and feel like the lowest form of animal life, anyway. Well, this drop in the ocean of sermons was to the effect that a man remarked to his fellow-traveler going through the desert lands in the west, that the thing he had been missing all day was just plain grass. And after he left the man got to thinking how insignificant a single blade of grass was, and how barren the earth would seem if each little blade of grass found it out and got sulky and cross and refused to grow because it wasn't beautiful or brilliant, just like some people, and I was suddenly convinced that there was something in being a good little "blade of grass" after all!

I received a very nice letter from the Nashville League for the Hard of Hearing, which is now being organized.

Kind Friend:

Your letter of January 11 received and contents noted. I wish to say that our club will gladly join anything that will be a benefit to our members, for we are here to serve those who are, like ourselves, "hard of hearing."

I would suggest — (one of our lady members) as the best person in our organization to handle this.

I think the idea very good, for the exchange of our own experiences with other clubs (especially new clubs) will give them a chance to avoid the mistakes we have made (for we should tell our mistakes as well as our successes) and to make use of those things and methods which have been of benefit to us.

Our club is new. Brand new in November. But we have succeeded. First, we accepted very few donations (we want our club to be self-supporting), and we shall not donate anything to anyone. But we are here to help others. To prove it I will give an example of what we have already done.

Three weeks ago (when we first opened) a man came to us. He claimed he had made \$15.00 per day one year and a half ago. He said that a year ago he had 4½ tons of coal fall on him. When they fished him out and dusted

him off at the hospital, he was totally deaf and blind in one eye, and of course had lost his nerve. When he came to us, he was working in a restaurant, washing dishes at \$7.00 a week, but being dissatisfied, he lost his job. He came up here the other night, broke—no money, a wife with him and a little child. It was raining hard. They had no place to go nor anything to eat. However, they had had supper. I bundled into my overcoat and rubbers and went out to where I used to room (taking them with me). I got them a room for light housekeeping, paid the rent, got them coal. Next morning they came down to the league and I gave them 75 cents for breakfast. Then I put him to work up here, while I got busy and got his job back for him, not at \$7.00 but I got him \$10.00 a week and his own meals. And the ten dollars will provide for his wife and baby.

Another case:

A little boy at ——— this city is deaf. He can hear a train or street car and can say two words. He is as smart as lightning, but the poor little kid has no father (dead), and his mother—God knows where she is! He lives with grandparents, and they are destitute. This boy is nine years old, and never saw the inside of a schoolroom. And Christmas—I do not know where he would have been, if I had not accidentally run across him. I went to the manager of Endicott-Johnson Co. and asked him to donate a couple of dollars to our club, after which I would buy two pairs of shoes for two little deaf children. He said, "You go ahead and pick out the shoes and I'll donate both pairs." Some Good Fellow! So we gave the boy a pair of shoes (other pair went to a little girl), two suits of underwear, stockings, sweater, cap, scooter, and candy, etc. Also we saw that their tummies were full Christmas day. And believe me, it was worth the trouble to see those kiddies! For we got the girl everything we did the boy excepting that we got a nice dolly for her. And we shall see that they are taught to talk.

We have no lip-reading classes, for we can't get a teacher, but hope to have one soon.

We placed the enclosed ads in one of the local papers and have had about sixty deaf people up here in two days, and we have tried to help them all.

One boy, a soldier, was pretty blue when he came up. But he went away with a smile on his face.

I guess I've said enough for now, excepting that we are supporting the club via an industrial department. We make cement and we have sold a lot, and we shall advertise it in THE VOLTA REVIEW.

Respectfully,

Nashville League for the Hard of Hearing.
C. F. HOWARD.

P.S.—Speaking of the Exchange and Industrial department. I have already written the Toledo League, for we, too, are going to make house-dresses, overalls or something.

We did not run these ads one at a time but all at once and for a week.

I know you will agree with me that for a club three weeks old it is a great hustler! I am quoting the advertisements with the belief that they will help you:

STORE AND OFFICE HELP

Wanted—An office girl; prefer one who is hard of hearing. The Nashville League for the Hard of Hearing.

HELP WANTED—FEMALE

WE can give employment to a few deaf and hard of hearing girls and women. Call or write the Nashville League for the Hard of Hearing.

SPECIAL NOTICE

WON'T YOU let us wash your store and office windows, clean your floors and all such work? We want this work so that we may give employment to deaf and hard of hearing people who apply for help. Our charges will be reasonable. About 10 per cent above cost of labor and material used.

If you are deaf or very hard of hearing, and because of your affliction cannot get a position, come to us; we will help you, for we, too, are deafened and know you don't want sympathy, but a chance to be self-supporting. This is an invitation to both men and women, young and old.

Personal: Our services are entirely Free to the deaf and hard of hearing. So come. Later we will have Free Lip-Reading Classes. So enroll now. None are so deaf as those who won't help themselves. Lip-Reading is the next best thing to hearing. You are welcome. Come.

I made a very foolish and careless mistake in the December VOLTA REVIEW, when I quoted a letter from someone who attended the Boston convention and criticised it because "all of the papers were read instead of some being spoken." I knew as well as she did that Mrs. Dewey and Miss Cannon gave inspiring and eloquent speeches without papers or notes, so simple and clear that any good lip-reader should have been able to follow them. Alas, there *were* papers and papers that were *read*! What are we doing to see that there shall be *more speaking* and less reading? Think of the psychological effect on any audience of a paper that is read, be it by minister, lecturer, or convention member, when compared to an enthusiastic, whole-hearted discourse! Then reflect, that added to all of that, we are a *deafened* audience, who

must see the speaker's lips or hear clearly enunciated words in order to understand, and you will wonder that we have submitted at all to the old régime!

One of the pleasantest visits I have ever made to a club was at a meeting of the Speech-Reading Club of Washington. This is a vigorous young organization and a most hospitable one. Each member made me welcome with a handshake or a smile. The room was filled, and yet the whole quota of members was not present. I wonder where they all sit when they are all out. There was some extra room on the broad window-sills. We played games and chatted and had a truly *social* good time. My only regret is, that along with the Capitol, Washington Monument, the President and foreign dignitaries, I didn't see John A. Ferrall. I understand that everyone who knows anything about THE VOLTA REVIEW inquires for him on arriving in Washington. I've met several people who have shaken hands with him, and a few who have heard him tell some of his funny stories. My ambitions are high—I hope to do both some day. Here's the best of luck to the Washington Club. May it soon get rooms suitable to its size—and then grow some more—and buy a clubhouse!

In reply to the form letters sent to the leagues and clubs, asking them to join in the National Correspondence Club, I have received twelve acceptances. (The Nashville Club joined after the club was organized.) The first twelve members of this club are:

The Speech-Readers Guild of Boston.
The New York League for the Hard of Hearing.

The Jersey City League for the Hard of Hearing.

The Newark League for the Hard of Hearing.

The Speech-Reading Club of Philadelphia.

The Speech-Reading Club of Washington.

The Toledo League for the Hard of Hearing.

The St. Louis League for the Hard of Hearing.

The San Francisco League for the Hard of Hearing.

Philocophus Club of San Francisco.

Philocophus Club of Santa Barbara.

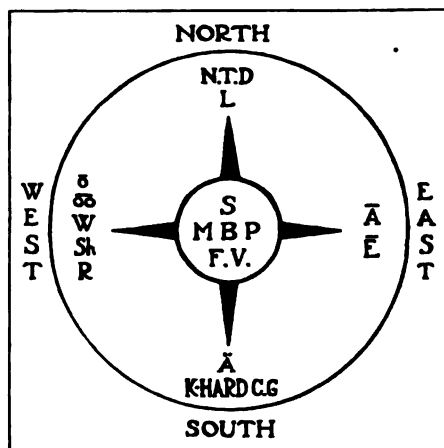
The Los Angeles League for the Hard of Hearing.

All the organizations are cordially invited to join. The exchange of news of our "mistakes and successes," is of benefit to each member. The new organizations are especially helped by their older brothers and sisters. "In union there is strength."

Yours for better teamwork,

THE FRIENDLY LADY.

35th St. and Volta Place,
Washington, D. C.



A "COMPASS" FOR SPEECH READERS

BY HELEN NEWELL GARFIELD

The above chart came to my mind, and I have found it helpful in fixing the movements in the minds of my pupils. It occurred to me that other teachers might also find it useful.

North. The sounds made by the tongue touching the upper part of the mouth: L, N, T, D.

South. The sounds made in the throat: A (as in *ah*), K, Hard C, and G.

East. The sounds made by drawing the lips backward. Long A and E.

West. The sounds made by moving the lips forward. O, OO, W, Wh, Sh, Ch, J, Soft G, R.

The sounds having little movement are in the center. M, B, P, F, V, S, Soft C and Z.

This chart represents the pronounced movements only, all others being variations or combinations of them.

NEW SUPERINTENDENT

To fill the vacancy caused by the resignation of Mr. Howard Griffin, Mr. Clarence Settles has been appointed superintendent of the School for the Deaf, Tucson, Arizona. Mr. Settles received his training at Gallaudet College, after which he taught in the Tennessee school and at Mt. Airy.

OVER 500 WAR-DEAFENED VETERANS ABLE TO "HEAR" THROUGH LIP-READING

SUPPLIED BY THE U. S. VETERANS' BUREAU

A LITTLE deaf, deaf in one ear, stone-deaf. There are all sorts and grades of deafness in the more than six hundred veterans of the World War having defective hearing now the responsibility of the United States Veterans' Bureau.

The Veterans' Bureau is authorized to help these men along several lines. First, the Bureau will pay them a monthly compensation varying in amount according to the seriousness of the man's disability. Second, the Bureau will furnish the man with an "acousticon," a mechanical appliance to assist the hearing. Third, if the man's deafness constitutes a vocational handicap, the Bureau will see that the man is trained for some occupation in which he can earn a living even though he is deaf.

A few of the deaf men (less than twenty per cent) received some training in lip-reading before they were discharged from the military or naval service at one of the Army general hospitals, either at Cape May, N. J. or at Fox Hills, N. Y.

However, in the large majority of cases, the war-deafened men need training in lip-reading since their discharge from service. Hence, the Veterans' Bureau is giving them intensive training in lip-reading in connection with or preceding their rehabilitation training. The Veterans' Bureau holds the army standard, namely, that inability to hear conversation at a distance of five feet gives the man a claim to lessons in lip-reading.

Thomes R. Baker is an interesting case of a man who had to be converted to lip-reading.

Baker, a private in the 163d Depot Brigade and later in the 117th Sanitary Training Company, 42d Division (Rainbow Division) saw lively service for several months in France. He took part in the Champagne-Marne defensive, and later in the three great offensives—Aisne-Marne, St. Mihiel, and Argonne-Meuse. His deafness came as the result of concussion due to the firing of six-inch guns.

Baker had been a telephone tester before he went to war. Naturally a deaf man could not carry on with such work. So Baker elected to take rehabilitation training in agriculture. He took a course in horticulture at the University of Nebraska and at the same time training "on the job" in greenhouse management. But he would not listen to the government agent who kept urging him to take lessons in lip-reading. Finally the special agent called in his wife and himself and at last made him see the advantage of "hearing with his eyes."

In a letter written to the special agent of the Veterans' Bureau after he had taken his twentieth lesson in lip-reading, he says, "I went home to Lincoln for a few days recently and so many of my friends remarked that my hearing had improved. I can talk with my wife about most anything now and never hear her voice."

A sailor who became totally deaf as a result of cerebro-spinal-meningitis is John B. Breazeale, now at Tulane University in training as a pharmacist.

Breazeale was abnormally sensitive on account of his deafness. He shrank from any contact with his associates, until learning how to read the lips made a different man of him. It was then he began to mingle with his associates and became a leader among the students at Tulane. Last year he came out fourth in his class. But of course lessons in lip-reading alone did not make the change in this man. It was the tremendous grit in John B. Breazeale.

Roy Ruhnka is a war-deaf veteran who went to Europe last summer as a part of his course in architecture at Harvard, and incidentally, without any extra expense to the government.

The Harvard faculty made arrangements for his instruction in Europe under the exchange system. His training allowance was \$20 a month less while he was in Europe because living expenses are cheaper over there. He had intended to work his way over on the steamer

but went as the guest of friends instead. He came back from Europe with thirty-one sketches which received four A's and fifteen B's from the Harvard faculty. These sketches will count as credit toward his degree.

Since there are in round numbers 100,000 trainees, only three hundred of whom are women, it has become the custom to speak rather naturally of the "men" in training, ignoring the fact that all women who served with the military or naval forces as army nurses, yeomen, or marinettes are eligible to all the privileges of compensation, insurance, and training open to the men.

Among the records of the war-deafened there is a plucky story of a woman's fight in the rehabilitation of Miss M. Frances Birmingham, an army nurse who saw sixteen months' service in a front line hospital in France. She came back from the war very deaf so that she could not go back to her pre-war occupation of nursing.

Miss Birmingham's training began with a course in lip-reading. Next, came a course in agriculture at the Davis Farm School in California. Now the government is giving her additional agricultural training "on the job," at her homestead in the Mojave Desert about thirty miles from the railroad. She is planting a certain kind of barley seed which is adapted for dry climate purposes, has purchased several colonies of bees and expects to start in with poultry, with a special eye to turkey raising.

It is noticeable that some of the illiterate negroes have made remarkable lip-readers. There is the very famous story of Frank Solomon who came back from the war so dazed that he could neither see, hear, nor speak. Training aids worked with him gently with bright-colored worsteds and other objects. Finally one day when the teacher held up before him two pieces of white chalk, Solomon glanced at the chalk and then at two fingers of his right hand. He saw a connection. Under such patient teaching Solomon's sight and speech soon returned.

A little later on Solomon's attention was attracted by a letter lying on the

desk. He indicated that he wanted to send a letter. The epistle, slowly evolved, said, "Dear mother: I down cum home fum France." From this time on with careful lessons in lip-reading, Solomon progressed until now he can understand *Huckleberry Finn*, read aloud, just by watching the lips. Most remarkable of all, his own wife did not know he was deaf for several days after he came home from the hospital. Solomon is now in Augusta, Ga., in training under the Veterans' Bureau, learning the trade of tailoring.

DETROIT LIP-READING PUPILS HAVE SPELLING BEE

A spelling contest at which no one heard a single word from the teacher as she gave them to be spelled, was staged successfully, by the pupils in the public lip-reading school class of Miss Lucie Dumon, in the auditorium of the Detroit Board of Commerce, Monday evening, December 1.

Miss Dumon, the teacher, formed a sentence with her lips, the pupil called upon recited the sentence after her and then spelled the particular word in the sentence of which she asked. Each pupil had the chance to fail twice instead of once, for to remain in the match, he had both to lip-read and spell correctly.

Yet despite the difficulty, only two went down to defeat; one was a misspelled word, "adventure" instead of "adventur" and one because he lip-read "representation" instead of "representative" in the sentence "The Pilgrims wanted a representative assembly." Miss Dumon did not sound the words, as there were many degrees of hearing in the class and in the contest this would have given some an advantage over others who could hear little.

On the program also was demonstrated the work of teaching deaf children in the Detroit School for the deaf, of which Miss Gertrude Van Adestine is principal and in which many of the innovations used were first introduced by Miss Van Adestine.

The beginning work in lip-reading and breath control with the kindergarten children were first shown and the various activities all the way through to the eighth grade were demonstrated. It was shown how a certain degree of hearing in a deaf child could sometimes be developed, to some extent, by means of the harmonium. Rhythm work, dancing and voice placement were also demonstrated. With the smaller children games were used to arouse interest.

Dr. John S. Hall was chairman of the meeting. Frank Cody, superintendent of the public schools, made the introductory remarks, and Miss Gertrude Van Adestine, principal, explained the work of the school.—Contributed.

DIRECTORS OF THE VOLTA BUREAU VISIT THE WASHINGTON CLUB

At its regular social meeting on January 16, the Speech-Reading Club of Washington had the pleasure of entertaining four distinguished guests: Dr. Harold Hays, president of the New York League for the Hard of Hearing; Mr. A. C. Manning, superintendent of the Western Pennsylvania Institution for the Deaf (formerly of the school for deafened soldiers, at Cape May); Mr. T. C. Forrester, superintendent of the Rochester (N. Y.) School for the Deaf, and Mr. E. McK. Goodwin, superintendent of the North Carolina School for the Deaf. These gentlemen were in Washington to attend the meeting of the Board of Directors of the American Association to Promote the Teaching of Speech to the Deaf, at the Volta Bureau, and the club availed itself of the opportunity to extend them an invitation to its meeting. Each of them expressed pleasure at the progress made by the Washington Club during its short existence, and hoped, by next year's meeting, to see it established in larger quarters, with a long membership list. Dr. Hays spoke at some length of the work of the New York League, and many of those present crowded around afterwards to ask him questions and secure further inspiration. It was a great privilege for the club to have these gentlemen present, and an urgent invitation is extended to them, and to each of the other members of the Volta Bureau's Board, to visit the club whenever they are in Washington.

CHICAGO LEAGUE SECURES COMMUNITY HOUSE

A telegram from the Chicago League for the Hard of Hearing brings the joyful news that a fine community house, at 206 East Superior St., has been secured. Further details will be forthcoming in an early issue.

LONG BEACH, CALIFORNIA

Long Beach now has free lip-reading classes in the evening high school for adults. The classes started January 3, 1921, with an initial enrollment of thirty-seven, which by January 11 has increased to fifty. Mrs. J. A. Wilmot has charge of the classes, having received credentials from the State Board of Education to teach lip-reading to adults in the California schools. The medical profession here and the school authorities are giving fine coöperation as shown by our enrollment. We hope to soon form a League for the Hard of Hearing, of which movement some of the otologists of Long Beach are much in favor. There are two classes (which we hope to divide into three soon) one meeting Tuesday and Thursday afternoons, the other Tuesday and Thursday evenings at the High School.—Contributed.

KNICKERBACKER STUDIO CLUB

The Knickerbacker Studio Club of Speech-Reading, 115 East 56th St., New York City, has recently enjoyed a delightful series of lectures and informal talks. Miss Gertrude Bergen, of Haddonfield, N. J.; Mrs. A. R. Knowlton, of Boston; and Miss Mildred Kennedy, of Boston, have been among the most enjoyed out-of-town speakers. The club is looking forward with great pleasure to a lecture in March by Mrs. John E. D. Trask, of San Francisco.

DETROIT LEAGUE

In the book section of the *Detroit News* for Sunday, December 11, 1921, more than a full page was devoted to an illustrated article telling of the interview of one of their reporters with Miss Lucie Dumon.

Miss Dumon is a teacher at the Detroit School of Lip-Reading, and has been an interested helper in the newly-organized "Detroit League for the Hard of Hearing." In the article mentioned above, Miss Dumon tells why lip-reading is beneficial to the hard of hearing, and essential for the totally deafened man or woman. She goes on to explain the advantage the person with a synthetic mind has over the person with an analytic mind in the study of the "subtile art," and illustrates the fundamental system of lip-reading by giving the movements seen in the four sounds "ar"; "m"; "oo," and "ee." She concludes her remarks by lamenting the fact that the friends of hard of hearing persons think it necessary to make such grimaces, while what the lip-reader needs is natural speech and good light.

SYRACUSE SPEECH-READING SOCIETY

This newcomer to the ranks of organizations for the hard of hearing was organized about January 15. A more extended notice will appear in an early number.

HARD OF HEARING CLUB

At the January meeting of the club for the Hard of Hearing, held at the Y. W. C. A. on January 5, a review of the "Origin and Growth of Similar Clubs" was given, also a demonstration of lip reading for the new members unfamiliar with the "subtle art." The February meeting will be held at the same place on February 1 at 3:30, when reports concerning the activities of clubs in a number of other cities will be given. Membership is open to all who are interested in problems of the deafened as well as the deafened themselves.

The "Friendly Circle" is a group within the club which meets every Thursday afternoon at the homes of the members for lip-reading practice and a friendly hour together.

A class in lip-reading was started in the city night school on January 16. It has an enrollment of sixteen and new members coming in at every meeting of the class. It meets Monday, Wednesday, and Friday nights from 7:15 to 9:15 in Room 115, Central High School, a room ideally lighted for the purpose, and is open to all deaf persons of the city. Visitors are always welcome.—*Houston Chronicle*.

OUR OWN THANKSGIVING DAY

The Boston Muller-Walle School had a Thanksgiving day all its own on January 12. It was the birthday of our dearly loved teacher, Miss Martha E. Bruhn, who, just twenty years ago, founded this school, which has brought new life and hope to many hundred pupils. In celebration of the two events a fine edition of *Webster's International Dictionary* was given to Miss Bruhn, her assistant, Miss Helen N. Thomas, making an appropriate speech at the presentation. Miss Bruhn, in her reply, caused much merriment by confessing that only an hour before she had made the remark that she was "going to have a new dictionary," little realizing how soon her wish was to be granted.

Many former pupils came to give their congratulations and the room was fragrant with the flowers that they brought. Our wits were sharpened by a game, brightly conceived by two of our members. We were each given a list of titles to fit to objects in the room that had been previously numbered. What mattered it that some of the less athletic of us mistook the transom for "No Thoroughfare," when the title really applied to the closet door? We were at any rate unanimous in recognizing the portrait of Dr. Alexander Graham Bell as "A Benefactor of the Race." And, best of all, we agreed that "The Greatest Thing in the World" was Miss Bruhn's book, *The Muller-Walle Method of Lip-Reading for the Deaf*.

Our party was a happy one, full of mirth and friendliness. Underlying it all was an appreciation too deep for words of what Miss Bruhn stands for in The Silent World. She has followed The Master in the "Ephphatha," "Be opened," not alone in unstopping the ears of the deaf and the hard of hearing, by lip-reading, but by "opening the window" of fresh

hope and courage for many heavy hearts by the inspiration of her own brave life and character.—*Contributed*.

EVENING SCHOOL NO. 93, MANHATTAN

A delightful Christmas celebration was planned for the evening class in lip-reading, by the teacher, Miss Ida P. Becker. The exercises were held at the school, on December 21, and much merriment was occasioned. Stories, dialogues and contests provided the entertainment of the evening, and much interest attended the awarding of prizes to two pupils, Mr. William Drier, for best progress in first-year work and for regularity in attendance; and Mr. Ralph A. Willey, for highest proficiency in lip-reading.

A beautiful cameo brooch was presented to Miss Becker by the class, with a note of appreciation for her inspiration and helpfulness.

Mrs. Irma Gottlieb, principal of the school, commended the class for its interest in study, and spoke of the high order of accomplishment attained by graduates. It is felt that the coming session, beginning January 1, will prove the most successful in the school's history.—*Contributed*.

FRIENDS WHO HAVE HELPED

Since the last list of friends who are helping was published, subscriptions have been sent in by the following persons. Another list will appear within a few months, and we trust that it will show success results from all of our friends in enlisting new subscribers for the magazine. This list was closed February 1.

Miss Louise Wimsatt	5
Miss Martha E. Bruhn	3
<i>The Silent Worker</i>	3
Miss Ida Lindquist	3
Miss Emma B. Kessler	3
Miss Louise Howell	2
Mrs. J. E. D. Trask	2
Kinzie School	2
Miss Elizabeth De Lany	2
Mrs. Lena McKerral	2
Miss Mary McCowen	2
Speech Readers Guild of Boston	2
Miss Marion Johnson	1
California School of Lip-Reading	1
Miss Lucy Ella Case	1
William Luden	1
Miss Mary Gartrelle	1
Mrs. N. Todd Porter, Jr.	1
Miss Carrie Henderson	1
Mrs. J. R. Garfield	1
Miss Marion Anderson	1
Globe Phone Co.	1
Whitaker School	1
Miss Gertrude Torrey	1
Dr. Lawrence	1
Miss Laura A. Davies	1
Miss Lucie Dumon	1

Plan now to go to the Toledo Convention in June.

THE VOLTA REVIEW

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"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—Bacon.

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APRIL, 1922

Number 4

SENSE TRAINING

BY EUGENIA T. WELSH*

IN A late number of an educational magazine—one not in any way connected with our special work of teaching the deaf, I was very much interested and greatly impressed by an article entitled "Games to Develop the Senses," written by a teacher of hearing children.

It so nearly expressed my ideas of the importance of sense training that I have taken the liberty to quote from the article as follows:

"In our zeal to teach the child the many subjects scheduled in the curriculum, we often fail to take into account the most important factor in his education. This is the development of the child's senses, his power to react to the feeling of touch, sight, hearing, smell and taste. The senses form the natural inherent equipment of the child when he enters school. These senses are the natural live forces and stimuli upon which the child unconsciously relies for his ability to learn to read, write, count, draw, etc.

"How many teachers pause to think what a silent but vital aid these senses are—and how through them a live connection is established between the subject to be taught and the child's interest? Since he is supplied with such valuable equipment, why not cultivate and develop it?

"The more alert the child's senses, the better able he is to receive and feed upon the stimuli presented to him in the form of words, numbers, etc.

"We play games to develop physical activity with the child—why not sense games to increase his mental capacity?

* Assistant Principal, Rhode Island School for the Deaf.

Every day play a few sense games with the children and watch the dull ones respond and the clever ones become more alert."

Following this, some descriptions of and suggestions for sense games were given.

If this teacher finds that sense training is so advantageous in the development of the normal child, how much more important should we consider it in our work of developing the little deaf child whose mind we can only reach through the senses that are left to him?

In our work with the deaf child, the senses of sight and touch are the instruments by which we must reach his mind. Through the development of the sense of sight he learns to become imitative, observant and accurate—three qualities which are most important in his acquisition of speech, lip reading and language. At the same time memory training is also being developed.

In speaking of the importance of the sense of touch, I quote the following from a well-known author: "Touch is a sense second only to sight in its mental services. In its absence, speech would be hardly possible, for sight alone could not originate the habits on which it depends. By it the tongue and other organs are so directed and controlled in all their movements—that the repetition of any sound becomes increasingly easy and soon grows into a habit. Our eyes see nothing of their movements and yet through the power of touch we feel as if they were all seen."

In presenting exercises to the child for the cultivation of touch he learns to

distinguish qualities—very simple ones at first—of a concrete nature which later lead up to the more difficult exercises made by the vibrations of musical instruments and the organs of speech, which cannot be seen, but felt, and which he must learn to recognize and imitate.

Statistics show that only a small per cent of our pupils are totally deaf, that is, have no perception of sound. This being the case, ear training should begin at a very early stage of the child's development and can well be used as a part of his sense training—by means of artificial aid, the human voice, or both. This will not only quicken the child's mental faculties but will help his speech to become more natural.

In schools where deaf children are admitted very young—say from three to five years of age, I do not know of any material so developing or that answers the purpose so completely of educating the child's senses of sight and touch, as the materials known as the Montessori. We have always used these materials in our schools, or those that correspond to them in their educative value, but the establishment of the Montessori classes has been of untold benefit to the very young deaf child. Here he spends hours each day working over problems, which train the hand and eye to a keener perception of sight and touch. He is interested in his work, he likes to do it and is held responsible for it in a way—yet he enjoys the freedom in the selection of his own problem to be worked out—under the guidance of a teacher, who is there to show and help him over the difficult places, to see that he finishes up his work and puts it away in its own special place in the cabinet, the shelves of which are low enough for the smallest child to reach. In handling the material and taking care of it, habits of neatness and order are established. Choosing the material with which he wants to work and working out his own problems in color, form, etc., lead him to become independent of thought and self-reliant.

My experience has been principally in a school where pupils entered from seven to nine years old and even older. Some were undeveloped and backward, needing more sense training than others. When

a class was able to do the various exercises with ease and rapidity we discontinued them and put the time on speech, speech reading, etc.

The sense training materials in different schools probably differ more or less, but there should be some system in the classification and grading of these materials.

It would be impossible for me here to go into a detailed description of all the different exercises that can be used. Below I will give lists of some of the materials with a few suggestions for their use, classifying them under color, form, number and touch. These materials and exercises are by no means new. They have probably been used in many schools, but I have found them to answer every purpose. If only a little thought and preparation are given, the ingenious teacher can greatly vary the exercises, using the same materials a great many times. It is not well, however, to continue an exercise if the children grow tired of it and you cannot keep their attention. Discontinue it and take up something else, then go back to it later.

COLOR

Color appeals to children and as a rule is easy for them, although occasionally we find a child who seems blind to color—that is, one unable to distinguish one color from another—but these cases are rare. When found, sufficient work should be given until there is an improvement.

Sorting materials according to color is about the easiest exercise we can use with a class when they first enter school. The chief aim in this, however, as in all other exercises, is to have the work done with rapidity and exactness. Even in this simple exercise he must use some concentration and in doing this is taking the first step in his work. Boxes for sorting are very convenient and can be made in any school shop. They should be of light weight wood with six compartments, one for each of the primary colors. There should be one for each child in the class.

In matching colors the same materials can be used as in sorting, and, in addition, colored wool rosettes made of Germantown wool, short lengths of rib-

bon, ribbon bows, small balls crocheted of wool, pieces of cardboard covered with different colored cloth, etc.

To prevent children from getting the idea that every object to be of the same color must be of the same kind—have like objects matched to unlike objects of same color.

There should be several color charts. The simplest is one on which are mounted the primary colors, with the corresponding colors mounted on small cards. Another can be made using the colors with one tint and one shade of each color. Still another with all the tints and shades.

The children like the exercise using the color caps. It is a game to them. The caps are made of colored tissue paper, the foundation being construction paper of almost any color. There are usually four in the set but more can be added. Four children are selected from the class and the caps put on them. The other members of the class then shut their eyes. The teacher then changes the caps so that when the children open their eyes there is a different arrangement of them on the four children. One of the members of the class is told to put the caps back on the same children that they were on originally. This is a good exercise for memory work as well as for color.

FORM

For work in form the following materials may be used:

Matching small geometrical tablets, making designs with enlarged peg boards, matching pictures, putting together dissected pictures, making designs with wooden parquetry or colored sticks, stringing wooden beads or disks of different shape, outlining with lentils hektographed pictures on cardboard, etc.

There can be so much interesting work done with the picture charts. They should be graded from very simple ones, to be used at first, to those more difficult. Through their use various memory exercises may be given aside from the matching.

One exercise which the children like is to allow them each to select (or for the teacher to give them) a picture on the

chart to remember. Then when she calls on them later, after having assigned one to each child, they find them on the chart or among the duplicates which are mounted on cards. This can be worked up so that after a while the children will be able to keep in mind three or four pictures at one time and find the duplicate of each.

I am giving a list of charts below that may be suggestive to the teacher:

Domestic animals, wild animals, fruit, vegetables, flowers, birds, fish, butterflies, shells, silhouette pictures of objects, animals, etc., geometrical designs made of parquetry, different kinds of leaves cut out of red coated paper, etc.

NUMBER

In this exercise pupils reproduce from memory a given number of objects corresponding to dots on cards or blackboards, balls on abacus, etc. The Parish number cards which combine color and number make a good exercise.

In making designs of sticks, wooden parquetry tablets, etc., we can combine number, form and color. Pupils can follow the teacher in making these designs, follow a drawing or make original designs.

TOUCH

Geometrical solids, geometrical tablets, string boards, weighted blocks or balls are all good for the development of touch. The textures are very important, and a convenient way to use them is to mount them on small boards. The different grades of sandpaper can be used on one; velvet, wool, silk and satin on another, and different qualities of cotton cloth, ranging from smooth to rough, on another.

The vibration work at the piano has been a great asset to sense training work. By its use the children learn to distinguish high, low, and medium tones—at first pointing them out on the instrument and later imitating them. They learn to reproduce the number of chords played, by clapping, marching, etc. In fact there is so much to be said in favor of this as sense training that it is a subject in itself and to take it up fully would add too much to the length of this paper.

SENSE TRAINING

BY MARGUERITE OSBORNE JENKINS*

THE importance of sense training can not be stressed too much. From the first day a deaf child enters school the teacher begins to train his two senses, sight and touch. The more the sense of sight is cultivated the better the lip-reading will be. The more the sense of touch is cultivated the better the voice and speech will be. The class that has had a thorough and carefully planned course in sense training has a good foundation in imitation, attention and memory.

There are numerous exercises for the cultivation of sight. These may be grouped under motion, color, form and number.

There are class movements in unison, commands given by the teacher and the class performing the action. There are also gymnastics of the arms, hands and feet, and last but not most important, gymnastics of the tongue. I find a large mirror, one large enough for the pupil and the teacher to use at the same time, invaluable for tongue gymnastics.

Colors always attract children. For the first day in school a large basket filled with different colored wools to be matched usually appeals to the small child. Two sets of "gift" balls may be used in the same way. After a few days the children are able to match in color objects which are unlike in form.

The reproducing of simple outlines such as the square, the triangle, the circle and the cross, and the laying of sticks, rings and slats is splendid training in form. Simple dissected pictures are instructive as well as entertaining.

Writing is started almost the first day in school. The simple upward and downward stroke is given, preparatory to the writing of elements. Skill may be gained by tracing.

For the beginning of number work the teacher shows a number on the abacus and the same number is reproduced on the abacus by the child, or the teacher shows a number on the abacus and the

same number of objects is shown by the child.

The cultivation of touch is most important to good speech. A basket of geometrical solids, a touch board with simple wooden tablets glued on it, and a set of sticks of different lengths are all helps. The child first feels the solid, or outline of a tablet, or a stick, and selects it by sight. After he is able to do that he feels the object and selects it by touch.

Boxes exactly alike filled with different amounts of shot are good for weight. Have the child shut his eyes and feel the weight of the box, then change the position of the boxes and have him select it by touch.

The distinguishing of the difference in strings on a string board is a good exercise for touch. Strings of all sorts, fine, coarse, and heavy, should be used.

A touch board with materials of various sorts, silk, velvet, sandpaper, chamois, blotting paper, fur and serge may be used. Have the same material arranged in different order on the other side of the board so the child will not be able to tell by location. A small hoop with different kinds of cloth attached to it may be used in the same way.

A bright first-year class usually spends about six weeks or two months on sense training, but a younger or less developed class devotes a longer time.

A great deal of the Montessori material is excellent for sense training and also some of the material put out by Milton Bradley. In the Alabama school the boys in the shop have made us duplicates of the Montessori material.

A clever teacher can adapt the material she has to the sense training exercise and can always devise new ways of using the same old things.

SUMMER COURSE IN SPEECH CORRECTION

The Ithaca Conservatory of Music is offering a summer course in the correction of speech disorders, under the direction of Dr. Frederick Martin, formerly of New York City.

* Instructor, Alabama School for the Deaf.

ONE WHO OVERCAME

BY LAURA A. DAVIES

HARRIET MARTINEAU has been mentioned so frequently and so inspiringly in the Friendly Lady's Correspondence Club that I am sending in a short sketch by way of an appetite sharpener for the members of "Our Family" who have the time and opportunity to look her up more fully.

She was an English writer of the period preceding our Civil War and was a familiar member of the literary circle frequented by Carlisle, the Wordsworths and the Brownings. She was a woman of nervous temperament, and deafness from the time she was twelve years old kept her under such a constant strain that the amount of work she accomplished by sheer force of will was marvelous. She speaks of this fatiguing nerve strain as one of the greatest hardships of the deafened, "a labor from which there is no holiday except in sleep." And it is a labor so little understood or appreciated by hearing people. Had she lived a century later she would no doubt have been an expert lip-reader and thus relieved the strain to a great extent.

She was born in England in 1802 of French Huguenot ancestry. She was the sixth of eight children in a comfortable middle-class home. She was a frail, nervous child, subject to the most agonizing mental terrors both waking and sleeping. Her mother, though an excellent woman and devoted to her family, had a harsh, sarcastic exterior. So constantly did she criticise and reprimand her children that the sensitive little Harriet lost all confidence in herself and her ability to accomplish anything. She was always hungry for demonstrations of tenderness and affection which were frowned upon and considered as a weakness by her family. In all the years of her childhood, she says in her autobiography, she could remember only twice that she was petted. The first time was at a magic lantern show illustrating one of Drummond's lectures. The magic lantern had always frightened her, and this time as some ghost-like figure advanced on the sheet

as though coming directly toward her, she screamed out. A strange woman was sitting beside her—a mother of two little girls—who understood what childish terror was. She took the trembling Harriet in her arms and soothed away her fears, then held her to the end of the lecture. In writing of the incident some seventy years later Miss Martineau says she remembers that she wished the lecture never would end so that she could stay there in that strange lady's lap forever.

The other incident was on a winter Sunday afternoon. She had earache—an early sign no doubt of her approaching deafness—and could not go to church with the family. During their absence she wandered forlornly about the house feeling much neglected. Even after she heard them return and knew they were chatting around the fire she stubbornly refused to join them for some time. When she finally did so she stayed back in a corner with an awful feeling of isolation. By and by her mother called her, took her on her lap, placed the aching ear against her breast and held her closely, even tenderly, she thought. It made her wonderfully happy.

When her deafness began to be troublesome, her brother told her, as a warning, of a deaf lady he had seen at a dinner party. She sat beside a noted gentleman, and every time a remark was made she asked him to tell her what it was. He was far from tactful and soon had the whole company blushing for the inquisitive lady. Then and there Harriet made a vow that she would never ask what was being talked about, and she kept that vow to the end of her life. She always believed it a sound policy, for she could usually depend on some friend to tell her the subject under discussion if it was of any interest or importance to her. Two other resolutions which she made at this time and kept as faithfully were, "to always remember to smile in any moment of anguish from it (deafness) and never

share in this pleasure. If you see this article at all, it will be in April or May. That is why I dare not tell you of any of the very interesting things that are happening here at Washington in connection with the Conference on the Limitation of Armament, for example. Reading it next April you would exclaim, "For goodness' sake! Is he just learning about that Conference? Why it took place last year." Either that, or you would think I was talking about another conference, and you would begin wondering why the newspapers said nothing concerning it. It is quite confusing. But please keep this explanation in mind so that in case articles continue to appear over my name long after my death is reported you will know that they were actually written during my period of earthly existence, and are not being sent to the REVIEW from another sphere. Not that I might not try to send material back, you understand, for habit is a powerful thing—as Pope tells us:

And you, brave Cobham! to the latest breath,
Shall feel your ruling passion strong in death.

Of course, my name isn't really Cobham. The lines were written years ago, very likely before Pope's death, and refer to an entirely different person—unless it be, as some contend, that I may have been Cobham in some previous incarnation.

However, as I was saying when we were interrupted by the entrance of Mr. Pope and Mr. Cobham, the Press Clipper matter had nothing at all to do with my glancing at the November issue. I was merely searching for an article by a favorite author—and his name isn't Cobham either. I always open the magazine at the back page and gradually work toward the front. That is because I wish to find my own articles as promptly as possible, and experience has taught me that they are invariably printed near the end of the magazine. There is a conspiracy of some sort at the Volta Bureau never to print anything I write in the front part of THE VOLTA REVIEW. I do not know why this is. I mention it merely as a historical fact for future generations to ponder.

Occasionally I have sent in an article so far ahead of the time it was supposed

to be used that I felt certain it would be the first received and so win a place in the front ranks. But it never did. If that particular issue contained fifty pages, the article was to be found on page forty-seven. No wonder people write in to the magazine and say, "The first thing I *look* for is . . . the article by John A. Ferrall." The italics are mine. But you'd be astonished to learn just how much the editors have added to my reputation by making my articles difficult to find. People only appreciate those things which cost them some effort. Why, there isn't a single subscriber to THE VOLTA REVIEW, for example, who can recall the title to the first article in the magazine for, let us say, February, 1922, while if you asked any reader if John A. Ferrall had an article in that issue, the said reader would answer immediately, "YES!"

In the early days of my contributing, I sometimes became discouraged and decided that my article had not been used at all. That was because I then followed the rule of beginning at the first page and reading on through to the end. And you wouldn't believe how uninteresting most of the articles seem as I waded through them in an attempt to find my own contribution. Perhaps my metaphor is a trifle mixed, for some of the articles are really too deep to be waded through!

Of course, after I have found and read my own paper, then I can go back and read the other contributions with some enjoyment. After it, anything seemed interesting. No, you missed the point—I did not mean to imply that anything would seem interesting by comparison. What I mean is that finding and reading my own contribution leaves me in a mood to enthuse over life generally.

But every silver lining has its own fur coat, and it may be that the position assigned my articles constitutes, in reality, a graceful compliment. It is true, you know, that one has to bite through the bread to get to the meat in the sandwich. We even have to encounter a modicum of crust before reaching the filling of a pie—unless it happens to be a pie of the open-faced variety. It just happens that I like that sort best. This, of course, is

not a hint to the culinary experts of *THE VOLTA REVIEW* "Family," but merely another of those historical facts that I jot down for the consideration of future generations who will read and treasure the magazine long after I have gone—if I ever do go, and I am in no especial hurry.

Incidentally, and before reaching my own article on page 496, it is very discouraging to note the announcement that back numbers of *THE VOLTA REVIEW* are no longer needed. I guess I shall have to pay my subscription after all. That is usually the way I pay it—after all. But I had worked out such a perfectly splendid scheme. At the end of each year I planned to take back the twelve numbers and get credit for them on a new subscription. The magazines are as good as new, except for the pages containing my articles. These are slightly soiled from handling, as it is to be expected after I have allowed (I mean forced) my friends to read my articles.

But these pages are so near the end of the magazines, as I have already intimated, that the wear and tear on them would scarcely be noticed.

But, anyway, the notice says that even if back numbers are ever again wanted, they will be worth only twenty cents each. That means that I would have to pay a difference of sixty cents on my subscription. If I have to raise sixty cents, I may as well borrow the entire three dollars and be done with it.

And as for occurring—a candid friend once remarked, on the morning after, to a well-known after-dinner speaker:

"Your speech at the banquet last evening was entirely too long. You really had nothing to say."

"I know, I know," agreed the after-dinner speaker, "but I just hoped that if I kept on talking long enough I might think of something."

This experience is not confined to after-dinner speakers alone—!

VISITING SCHOOLS

GALLAUDET COLLEGE AND THE KENDALL SCHOOL

RECENT good fortune (and Dr. Hall's automobile!) carried both the editor and the assistant editor to Gallaudet College for a long-planned and most delightful visit.

We were familiar, of course, with the beautiful campus and buildings, but had never before had an opportunity to visit classes. After a cordial greeting from the president and a survey of the pleasant dining and reception rooms, and the most conveniently arranged auditorium (by reversing or removing the chairs it can be converted instantly into chapel, reception hall, or theater) we were permitted to observe interesting classes first in Latin and then in French, conducted by Miss Elizabeth Peet. Except for the difference in mode of communication (finger spelling and lip-reading being used) these classes did not differ materially from those in schools for hearing boys and girls.

The library, too, and the list of books

being read, as well as the laboratory and its equipment, were such as one might see among any group of interested students anywhere; while the art and designing work, and that of the domestic science department, carried in their equipment evidences of the special preparation for life work given to the deaf.

An excellent example of the lip-reading work of the college was given by two classes under Miss Grace Coleman, in which good progress was being made in the Müller-Walle Method. We were greatly interested and pleased to hear that a large proportion of the college students were voluntarily pursuing the study of speech and lip-reading.

An hour spent at the Kendall School completed our all-too-short visit. Great stress is being laid upon the development of speech by means of rhythmic exercises. We were shown three classes in this work, in order that the progress made by each successive grade might be observed. Miss Gaarder, the new principal of the school, showed us copies of *Just Once A*

Month, fresh from the press, and told us of the enthusiasm with which the pupils greeted the appearance of this newest member of the "little paper family." We were sorry that lack of time prevented a more extensive tour, and wish that it were possible to visit our neighbors more frequently.

THE HORACE MANN SCHOOL

An unexpected opportunity, following the board meeting of the Association for the Hard of Hearing, in New York, took the editor to Boston for a delightful twenty-four hours. We had long promised ourselves a visit to the Horace Mann School, and seized the occasion to make it.

The cordiality of Miss Adams, the principal, always makes delightful a meeting with her, and her enthusiastic interest in the development of pupils and school added no little to the pleasure of the visit.

Our tour of observation carried us through a variety of classrooms and showed as many different sorts of work.

The babies, under Miss Goddard, were showing an amount of enthusiasm and energy that will surely carry them over the required work of the first year in school. Miss Hall's class was practising penmanship, using the arm movement required in all the public schools of the city. The teacher said that, on the whole, she thought the time well spent, as it produced better and more rapid writing—a most valuable asset especially to the deaf.

"What is this?" "What is that?" "What are these?" "What are those?" We who learned English by hearing others use it use these questions without a moment's thought as to which one is necessary to express our meaning, but the child born deaf must give much time and thought to learning even so small a matter as this. A delightful class, under Miss Weaver, was asking and answering questions to fix the difficult points in their minds.

Mrs. Jenkins' history class answered some questions which we devoutly hope nobody will ask us, and a class under Miss Hobart, composed mainly of hard

of hearing children sent from the public schools, struggled valiantly, and for the most part successfully, with difficult adverbial and adjective clauses. The lip-reading in this class was a demonstration of the great benefit the hard of hearing child may receive from this study. One scarcely noticed any difficulty among the children in understanding any question.

This account would be incomplete without a reference to the ingeniously arranged blackboards which attracted our attention. They were in frames, like window frames, and were on pulleys and ropes like windows, so that they could be raised and lowered. There were three large slates in each frame, making six blackboards in the wall-space ordinarily occupied by two. The imagination of any teacher can instantly picture a dozen labor-savers made possible by this means.

In view of the present emphasis on the training and development of residual hearing, perhaps the most interesting work we saw was that under Miss Henderson, the assistant principal. Miss Henderson is a musician, accustomed to singing in public, and that she has used her ability to the great advantage of the children she teaches could not be doubted by anyone who saw such a demonstration as she gave.

A class of seventeen children, many of whom had entered school supposedly totally deaf, with no speech or language, grouped themselves around the piano and sang a number of well-known songs. We had seen this sort of work elsewhere, but the next step was different. The children went to the far end of the room, twelve or fifteen feet from the teacher, and turned their backs. Without using the piano, Miss Henderson sang a short portion of half a dozen familiar songs, and in each case, as soon as she stopped, the class whirled around and called out the name of the selection. She had begun this work, she said, standing close to the children, and had gradually increased the distance.

We had noticed the fluent speech and clear voice of a girl of about fifteen, and had supposed that she was one of the hard of hearing group who had been un-

able to keep up in public school. Imagine our astonishment and admiration, then, when we learned that she had come to school "*deaf and dumb*," and that the auricular training given her by Miss Henderson had produced the transformation. To complete our vision of what might be done with such cases, Miss Henderson had this girl and another about the same age, who also entered school with no speech or language, stand beside her and sing with her a familiar

old song. *And they sang it on the key!* One girl made a mistake or two, but came back to the key each time; the other stayed on it throughout.

Instant recognition of many songs, speech better than that of many persons whose hearing was perfect throughout school life, and singing *on the key*, by children who came to school "*deaf and dumb*"! Have other schools done better, or as well? If so, may we hear from them?

"If we would cast the gift of a lovely Thought
Into the heart of a Friend,
That would be Giving as the Angels give."
—Unknown.

My dear Friends:

I have just been talking with a dear old man whose advancing years have brought dullness to his ears. He misses the gay talk and chatter of the young, the quieter debates of older folks, and the singing of birds. He does not need to work, for he has done his share, but he is not content with sitting in the sun. He must be out in the garden, coaxing the sweet alyssum, nasturtiums and sweet peas into bloom, turning over the soil, thinning out the over-abundance and the weeds, filling in, transforming an acre of wilderness into the most talked of, most beautiful garden in our little Southern city. "Grampa," as we call him, tells me that he cannot understand why everyone is so good to him and "stops to talk to an old man who can't hear very well." It is because he can derive happiness from little things and pass on the sunshine he receives from them. I said he couldn't hear the birds—and it grieves him as much as it does

any of you who have been deprived of the comfort or inspiration of music. But this little incident will show the happiness that has come from them, in its place. It doesn't rain very often in the winter down here, and the soil is very dry and sandy, so that the flowers have to be frequently and thoroughly watered. One day while Grampa was sending a forceful stream of water upon a bed of canna, he spied a mocking-bird near by. The pert little fellow flipped his tail in greeting. An impulse of mischief prompted Grampa to turn the hose upon him. The bird was delighted and wriggled and shook every feather on his little body, and then flew nearer to get a heavier drenching. Pretty soon his mate in a tree nearby saw what fun he was having and flew down to join him, but the jealous thing pecked at her and selfishly drove her away, and then flew back to continue his new revel.

I think it is a test of a man's soul if he can replace the more stimulating pleasures of active life with simple joys and still be content.

I pray the prayer the Easterners do,
May the Peace of Allah abide with you.

Wherever you stay, wherever you go,
May the beautiful palms of Allah grow;
Through days of labor and nights of rest
The love of good Allah make thee blest;
So I touch my heart as the Easterners do,
May the Peace of Allah abide with you.

The new members of the National
Correspondence Club to date are:

The Lip-Readers' Club of Cleveland

The Pittsburgh League for the Hard of
Hearing

The Kansas City League for the Hard of
Hearing

The Ottawa Speech-Readers' Club

The Nashville League for the Hard of
Hearing

The Houston Club for the Hard of
Hearing

The Syracuse Speech-Reading Society

The prospective League for the Hard of
Hearing in Rochester.

This makes a total of twenty members.
Is your Club or League represented?

I have been requested to ask the fol-
lowing questions in the Friendly Corner,
and I urge you all to help answer them
as you are able.

1. Is there such a thing as a "perfect lip-
reader?"

2. What drills or devices will best produce
accurate lip-reading even when the subject of
conversation is unknown to the lip-reader?

Another list of good books to read has
been sent in. Any more to add?

The Re-Creation of Brian Kent, by
Harold Bell Wright.

Sisters, by Kathleen Norris.

The Road to Understanding, by Elea-
nor H. Porter.

Just David, by Eleanor H. Porter.

The Mysterious Rider, by Zane Grey.

Sister Sue, by Eleanor H. Porter.

The following letter is different from
any I have ever quoted. Please read it
with careful attention and if you know
anything about experiments of this nature
or think they may be worked out, please
write me.

Since reading the article in the September
issue of THE VOLTA REVIEW regarding the
"Sensitive Flame of the Bunsen Burner," I
have observed another phenomenon, which, if
not already employed, might be put to consid-
erable usefulness as an aid in visualizing
speech. This phenomenon, in physics, is
known as the Tyndall effect. Perhaps you will
be interested in my observation anyway, and
if it should be of any value you may publish

the notes. I trust that this is a part of the
purpose of the Friendly Corner.

As a senior student at the University of
New Mexico, majoring in a technical subject
(chemistry), I found it necessary this year to
choose a number of elective subjects of the
cultural sort, among which, one is psychology.
I have always tried to avoid large classes. Ac-
cordingly, in this class, I sit on the front row
where I can best watch the instructor, and thus
I came to make the observation. Recitations
are held at nine o'clock in the morning in a
room with a high south window. A curtain
shuts out all of the direct sun rays except a
narrow strip along one side. The professor
usually stands directly behind this screen of
light in giving his lectures, and as he uses the
blackboard frequently, there is always chalk
dust in the air. The dust shows only in the
narrow sheet of light (Tyndall effect). As
he speaks the explosive sounds are made
visible by air currents which carry new chalk
particles into view. Different consonants ap-
pear differently according to the articulation.

The method which I propose is an adapta-
tion of the conditions described. It is likely
that someone with the REVIEW has already
noted the principle, but I have seen no articles
referring to its use in this connection. An
artificial light screen could be produced by
allowing an arc light (or perhaps a high candle
power tungsten light) to shine out through
a narrow slot in an opaque box. This outfit
would be portable, and could be put on a desk
before the instructor. In the same box could
be placed a simple chemical apparatus for pro-
ducing a harmless dust fog to move upwards
and be illuminated by the wide beam or sheet
of light. Various modifications are possible.
The room needn't be darkened if the light is
fairly intense. The simplest fog, I should
think, would be that produced from the harm-
less ammonium chloride by passing a current
of air first over dilute hydrochloric acid, then
over dilute ammonia water so that a very
slight excess of the latter would eliminate ob-
jectionable and harmful vapors. Of course,
if the instructor should smoke, a cigar would
serve the purpose admirably. I should like to
work out such an apparatus if it might be
thought worth while. I feel that there is no
doubt as to its possibilities in connection with
other methods such as the flame, and I should
like to try it out on myself as an aid in mas-
tering French.

A more recent communication from
this writer goes into the matter more
thoroughly.

Referring to the idea that struck me recent-
ly for visualizing speech, I feel that there is
enough possibility for distinction between
some of the consonant sounds to induce me,
with your interest, to look into the method,
superficially at least. The question, whether
or not it will work, is the one of most im-
portance. I believe that, with careful control
of conditions, it will. After working out the
apparatus which will make the test possible, I

should have to turn the work to some linguist for development. Its usefulness would possibly apply only to the teaching of speech to those born deaf. Doesn't it seem reasonable that many of the consonants, pronounced with *ā*, would appear differently? Take P; wouldn't B, which looks the same on the lips, have a less forceful effect on the dust particles? And might not perhaps M be distinguished from B, with careful control of conditions, by its nasalization, so that one could see the momentary passage of air through the nose? F and V should also be distinguishable by their different explosive intensity. And wouldn't T and D and maybe L and N have a characteristic downward deflection on the dust particles? All of the consonants with *ōō* would likely appear more alike so that this vowel sound would have to be eliminated. I shouldn't expect any vowels alone to react on the screen. No doubt, many technical problems would come up.

One of the members of the Ottawa Speech-Readers' Club has written me an interesting account of that organization.

So far as the writer is aware, there are only two speech-reading clubs in Canada. The Toronto Lip-Reading Club started some two or three years ago and is at present a very healthy and active organization, due primarily to the able guidance of the devoted little band of teachers in that city. Our Ottawa Speech-Reading Club is but a youngster, having seen light for the first time in November last, but it has grown into a very sturdy child. It subsists on the diet of "Unlimited Ambition," which is a wonderful developer and health producer. Of course, it has been all up-hill work so far, as none of us were initiated into the art of speech-reading prior to October, 1921. The only expert lip-reader is our teacher, Miss M. N. Roebuck.

Did you ever hear the story of the adult and experienced fisherman who endeavored by every trick known to angling to hook a big trout which he knew lurked in a certain pool, who after hours of failure was disgusted to see a boy, with a thick pole, a piece of string and a hook and worm, land his trout on the opposite bank? A bright lad in our Club has played the same trick on all of us. Phillip started his course in October, and it is dangerous to make any remarks before him now which are not intended for his ears. He will be able to attend school in a few more months. Just consider what that means to a boy!

Why do not more people take up lip-reading? I myself have been deaf for more than thirty years, totally so for at least twenty-four years, and I admit I knew of the "art" many years ago, but am only now entering on my second course. Here is the trouble. I met, from time to time, many "lip-readers" (?) who professed to be able to understand from the movements of the mouth, but after several repetitions invariably finally resorted to paper and pencil to "get" what I said. Hence my opinion of the science was not high. But I

have no doubt now, that I also met many real lip-readers, only, of course, I never knew it, for they did not tell me they were deaf. In short, the only lip-reading the public gets a chance to judge from is that of the half-baked quality. The really proficient lip-reader never advertises himself or herself as such. Hence the science is greatly slandered.

Last week our Club held its first social, and the success which it met with means that socials will henceforth be added to our regular diet.

We do not want to boast, but we would say, "Keep your eyes on the Ottawa Club and watch us grow."

I want to speak now of a matter that has long lain heavily upon my heart. It is of the conditions that exist in some of the schools for deaf children. I have visited a good many schools, and I am glad to say that most of them have plenty of air and light and the children seem happy in their work. But there are schools that haven't and I am thinking of one in particular, as I write. It is situated in a large and wealthy city, which is noted for its excellent, first-class public schools. These public schools for hearing children are the latest things in educational experiments; drinking fountains, thoroughly equipped playgrounds, visiting nurses, large, airy classrooms; everything possible has been considered for the comfort and convenience of the child. The public school for the deaf—those little children who are so sadly handicapped that they are segregated from their hearing brothers and sisters—is financed by the same city and managed by the same school committee. I know not whether it is careless ignorance or gross indifference, or because they are not deprived of hearing themselves, and therefore lack an understanding sympathy, that this school is a disgrace and reproach to its management. The school is set back between two higher buildings, so that very poor light and only a few rays of sunshine penetrate to the school-rooms. Better to put blind children there than deaf! It is a terrific strain upon one's eyes and nerves to read the lips anyway. Imagine the torture it must be to little restless deaf children to sit still and concentrate their attention, strain every nerve in their bodies, to catch the words of their lessons from their teacher's lips. They are overstraining

their eyes in that dim light. I noticed that almost all of them wore glasses. I should think that they all would need them! I spoke of it to one of the teachers, and she said, "What can we do? It all rests in the hands of the school committee, and they are not *interested*. We often have to turn on the electric lights, so that they can read our lips at all." The shame of it! I am not vindictive, as a rule, but there are some men whose ears I should like to stop up, temporarily, and force them (for the *law* demands that each child *must* attend school up to a certain age) to attend this school of theirs on a dark winter's day.

Every child has a right to play. Most of these children live in crowded tenements or in poor homes in the city. They should have a playground at their school, but here there is only a small, brick courtyard, with no chutes and swings and other playground equipment. Overhead is a fire escape. There isn't room enough to play a decent ball game. No wonder they prefer the streets! The basements are always lighted by artificial light, and they are none too sanitary. They should be light and airy, white and spotless. Rich, middle-class and poor children all attend the same school, because they are all deaf, and it is the only one in the city. The teachers are unselfish, untiring, and devoted workers. Their patience with the children and submission to such conditions astonish me. They are doing their utmost to educate and uplift them, but with such an environment of poor light, lack of sunshine, fresh air and play, do you think they are being trained to be the future citizens that they should be? I have not told you where this school is. It *may* be in your city, IS IT? What are you going to do about it? Let me make one suggestion. If you have a league or club for the adult deaf, take an interest in these little children. See that they are being properly prepared to carry on the work that you have begun. See that they have the right of every child to light and play and happiness.

The Correspondence Club is one of the most successful undertakings the Friendly Corner has ever attempted.

In the Young People's Club—the "Johnny-Jump-Ups," we already have five boys who are attending college, despite their deafness. I want to form a club for high school boys and girls. Will you invite all those you know to join? The members of the older groups are also most enthusiastic. Almost every State in the union is represented, and the letters from the north and south and east and west make most interesting reading. We are all becoming such good friends, too. Do you know of any deaf person, who is lonely, or lives in some isolated, out-of-the-way place who ought to be a member? Do you know of anyone who wishes to cheer up just such persons and give them something from his own over-full life? Invite him to join the Correspondence Club. If for any reason you would rather have the invitation come from me, please send me the list of names and addresses of such persons, and I will write them all a cordial and personal invitation.

I want to thank the "Correspondence Clubber" who wrote the lovely acrostic in my name and had it printed on the Friendly Corner page, for the undeserved praise she gave me. It was the greatest surprise to me to find it there, and it makes me want to work harder than ever for the cause.

Gratefully yours,

THE FRIENDLY LADY.

1601 35th St. N. W.,
Washington, D. C.

TRIBUTE TO THE NORTH CAROLINA SCHOOL

A recent number of the *Asheville Citizen* contained an article by B. G. Leiper, in regard to the North Carolina School for the Deaf, at Morganton. Mr. Leiper, inspired by a visit to the school, gives an interesting résumé of its activities, equipment, and recent improvements, concluding with the remark of a recently-appointed director of the school, "I consider it the biggest thing the State is doing."

Send in two or more new subscriptions to THE VOLTA REVIEW, and you will receive a clothbound copy of Shakespeare's Historical Plays.

The Volta Bureau is indebted to the Illinois Association of the Deaf for an interesting copy of the Proceedings of its Twelfth Annual Convention.

Are You Going To Toledo In June?

So Am I!

The American Association for the Hard of Hearing will hold its annual meeting in Toledo, Ohio, June 12, 13, and 14, 1922.

Not only the promise of an inspiring program, but the fact that Toledo is a central point, beautifully located on the Great Lakes, to say nothing of the hearty welcome awaiting the delegates, makes the convention loom up as a big event.

The following letter has been received from the President of the Toledo League for the Hard of Hearing:

GREETINGS!!

And a joyous welcome to Toledo!!

We count it a privilege and a pleasure to be hosts to the American Association for the Hard of Hearing and to all those who are interested in this work; and our other civic organizations join us in extending to you the hospitality of our city.

I am writing this in February (to insure publication in April) so only tentative plans have been made, but this we know—it will be an important event for us and we will do everything in our power to make it such for you. If we can be of any service in making your plans, call on us. We will gladly make hotel reservations for you, and if you will let us know the time of your arrival, it will be a pleasure to meet you at your train. We look forward to having you as our guests in the social diversions that will bring us into closer acquaintance. The program committee promises the best ever; and how could it be otherwise, when we are all richer in experience, with an added year of inspiration and enthusiasm!

"Let's go!"

MRS. RODNEY C. DEWEY.

Note that this hospitality is extended not only to the delegates and members, but to all who are interested in the work.

The program will be published later, but these social plans are already made:

First Evening: Get-together party at the Clubhouse.

Second Noon: Buffet luncheon at the Clubhouse, followed by motor trip over the city and up the beautiful Maumee Valley through the villages of Perrysburg, Waterville, and Maumee.

Third Evening: Banquet at the Woman's Club.

On the day following the convention, a boat trip to Detroit will be arranged if it meets the pleasure of the guests. Detroit is but sixty miles from Toledo, and the round trip can be made in the day, allowing four hours in Detroit.

HOTEL RATES

The Secor, the best hotel in the city, offers the following rates:

Room with lavatory and toilet, \$2.50-\$4.50.

Room with bath, \$3.00-\$8.00.

The Y. M. C. A. and Y. W. C. A., \$1.00.

It would be wise to make early reservations.

WHITAKER SCHOOL OF SPEECH READING, DENVER, COLO.

A PORTION OF THE INTERIOR, WHITAKER SCHOOL OF SPEECH READING

THE POSSIBILITY OF MAKING A COMPLETE SUCCESS OF SPEECH-READING, APPLIED IN LARGE PART TO THE ADULT

BY BESSIE LEWIS WHITAKER

IN concluding her able article entitled "Deaf" in the *Radcliffe Quarterly* for March, 1921, Miss Mabel Ellery Adams, principal of the Horace Mann School of Boston, said that she wrote with the hope that her statements might indirectly help the deaf in some small way. Her effort, she said, would prove worth while if the friend of one deaf child received through it one helpful suggestion.

The discussion of the situation of the deaf by Miss Adams comes from the pen of an authority and is most logically and convincingly presented. It should bear splendid fruit in pointing out the only right way to parents of deaf or hard of hearing children and to the State as well. The number of parents and friends of the deaf who are helped by what Miss Adams recounts should be limited only by the number who may read the article or who may in some way be reached by it.

The author shows that of children deaf from infancy a large percentage can be successful if properly taught at an early age and that children who become deaf after learning to talk make as a rule a complete success of speech-reading.

Though the scope of the article to which we refer allowed space for only one sentence of twenty-four words in reference to the problem of the adult hard-of-hearing, the author should know that the reference enlisted the interest of at least two persons—one of whom knew through personal experience the situation of the adult with impaired hearing—and led to a visit to a school of speech-reading in a town in which the two were sojourning for a few days only. These were the thrilling words of inspiration that came back by pen to the school a few days after the departure of this well-known man of splendid mental calibre:

"The very few hours I had with you, watching your method of instruction,

have been of great help to me already. You radiate so much happiness about you that my viewpoint of my future life has been entirely changed."

These words have no less a value than the full justification of schools of speech-reading. Viewpoints are changed because the schools reveal and reflect the possibilities of tremendous help for the deaf along the various lines of life interests. This is radiation of happiness.

To change the viewpoint of our future life! Such is the mission of speech-reading. That this change may be effected by all the hard-of-hearing who will have it so, is the message to the world that is coming from all the schools of speech-reading for the adult throughout the United States and doubtless also from those in other lands. It is the message which has been coming for the past twenty years, ever since to the comprehensive and humane provision for deaf children has been added little by little this way of escape from suffering into the way of full usefulness for those who have passed—perhaps long since—the plane of childhood.

While the little hard-of-hearing child may instinctively listen with his eyes merely because listening with his ears fails to carry the desired information to the brain, the adult who has lost his hearing, either wholly or in part, or who feels his hearing beginning to weaken, is liable to cling to the old channel of communication to the exclusion of what he feels to be the purely artificial help of the eye in the interpretation of sound. True, as Miss Adams says, the child—even though he early instinctively uses his eye to supplement his hearing—should later be given systematic instruction in speech-reading—"if he needs it." And surely we venture to add he must need it—he is entitled to it—in order to leave nothing undone which tends to remove any of his difficulties or to change any possibility of strain to the ease of greater subconscious power.

The adult in some cases clearly has shown that he too to some extent has made use of the eye in self-defence when the ear has failed him. That this is so is obviously proved when he demands that conversation take place in the light, when he asserts that he can not hear what you say in the dark. But if he is to acquire the power in full, to gain the force that is rightfully his in battling with the difficulties that beset him—the adult as well as the child must gradually build up an eye power that is strong and reliable.

That he did not acquire this power in childhood when he did not require it is no reason for failure to secure it when it is needed. That the child *may* have more ability for acquiring speech-reading power than the adult, that women may in many cases have more aptitude for it than men, that some men can not be surpassed in the use of the art, that all persons who have become deaf in adult life differ greatly in their ability to learn speech-reading are interesting facts conceded by all. But the all-important point is that the adult who needs it—and he does need it if hearing power is even below normal—must for happiness not only for himself but for others and as his contribution to social world welfare deliberately acquire this eye power. Experience proves that fairly good vision, a clear mind, and the power to persevere cheerfully are the only requisites for the beginner. The adult hard-of-hearing person must become a speech-reader even if in so doing he must make for himself a new temperament.

Speech-reading power is to be developed through the systematic, well-directed, skilled process of selection, through that experience under certain conditions which we are pleased to call systematic instruction, which tears down mental obstacles and creates new conditions leading to a grasp of thought through the interpretation of sound by the eye, through gradually making habitual the seeing of sound as it occurs in language.

Doubtless all the schools for the teaching of speech-reading to the deaf or hard of hearing adult will heartily agree with

Miss Adams in her statement that "persons who have become deaf in adult life differ greatly in their ability to learn speech-reading, that temperament, mental agility, and keenness of sight are determining factors and only individual experiment can show whether these are present in the right proportions."

But herein lies the problem for the teacher of speech-reading. Miss Adams might be understood as implying that only individual experiment can determine *who* can become speech-readers. We of the schools for adults—if I may take the liberty of assuming that I know the opinion of our co-workers—might subscribe to her statement in modified form if she had said that only individual experiment can determine *who will* become speech-readers. As has been said, the power to persevere, the right mental attitude, is necessary for success. And this must persist, not merely through a few weeks but to the end of a well-defined, full course of constant careful practice. And then! We have *not* reached a pinnacle of satisfaction but we *have* reached the real Commencement Day in the practical use of a power that will go on increasing and will mean a new outlook on life and new power in taking hold of individual problems and finding their solution.

Mental agility is indeed a valuable asset in acquiring any power. Add to this keen vision, the power to observe accurately, quickly and comprehensively and the use of what may be termed goodwill and we have the combination *par excellence* for success in speech-reading. We may even go farther and say that a degree of mental agility is almost as much a *sine qua non* of speech-reading as is vision itself. But just as we go to a school of agriculture to learn through precept, explanation, example, and practice how to secure best results from planting and tilling the soil, so we go to schools of speech-reading to learn how to direct attention and develop the faculties in the way to produce not only accuracy in seeing the sounds of the language but mental agility as well.

We of the schools of speech-reading for adults claim, so far as I know, that

the "individual experiment" referred to in the article from which I have quoted resolves itself in the schools into *teaching*, based on scientific principles, which will enable the adult to develop or even actually to create the necessary temperament if he does not already possess it. We can not say, as in the fable, "I was born heedless. I never had any eye for proportion. My faults—if they are faults—were born with me. I admit it is unfortunate. But this is the way I was made. And I was made without the temperament to become a speech-reader." Nemesis in the form of the "Angel who Attends to Things" is made to take such a person by the collar and tumble him into the ditch of failure.

The road to success may not be a royal one, though working for the goal of speech-reading power is full of genuine interest and real pleasure. It is a road open to all. The hard-of-hearing person throws aside the cloak of despondency when he has determined to follow the way that leads to speech-reading power. We can not simply decide to do without the power of reading speech as we would decide because of real or fancied lack of talent or genius not to attempt to become an artist or a musician or even a linguist. As Mr. Ferrall has pointed out, speech-reading is the only resort of the totally deaf and we might say the only means of self-preservation for the partially deaf. But do not sentence yourself to the Herculean task of learning speech-reading in solitude or even with one companion besides a mirror. Allow the schools to help you. We do not lose with childhood the possibility of development even if the development, though to great extent self-directed, is to be most surely accomplished through the systematic régime of the school. Speech-reading may be purely an art, but the teaching of speech-reading is a science as well as an art.

Given normal vision, a clear mind, and above all tenacity of purpose, with full ability to co-operate pleasantly, unreservedly and cheerfully—in other words, given normal vision, a clear mind, and a *good will*, with a fair amount of confidence in the director or directors and the goal will be reached even though

the journey may be longer for some than for others and the height of attainment higher for some. The determining factors including "temperament" and "mental agility" as referred to must indeed be present but they are to be produced and blended in right proportion by any person of normal vision who will pay for the formula by the full co-operation just described. And underlying the formula is the principle that the way must be seen as one of enjoyment and not as mere drudgery if success is to be real and enduring. The formula may appear to some as rarely priced but, after all, is it not the price of all efficiency and success in any field anywhere and has it not been such for all time?

Just as different persons look at the same landscape, read the same story, see the same play, and, according to their own mental content, so to speak, get an entirely different perspective from each; so doubtless the readers of the printed words *complete success in speech-reading* find themselves perhaps endorsing our statement that adults make a complete success of speech-reading, perhaps denying it outright, perhaps anxiously questioning, perhaps deeply pondering and through careful observation and experience formulating the meaning of the closely studied words *complete success* as applied to speech-reading. It is worth while to make something of a study of what we mean by this complete success and to go over the ground with considerable care.

Mr. John A. Ferrall, to whom I have already referred, who may be called the Mark Twain of the speech-reading profession, whose articles in THE VOLTA REVIEW mean so much that to read one is to inhale deeply of the invigorating, stimulating, life-giving forces of courage and optimism, says that he is perhaps the worst lip-reader in America. He did well to use the word *perhaps*. There are many who would contest the palm with him. It sometimes seems to me that the claim to this distinction is almost universal except among the teachers who are almost cruelly cut off from the privilege of making it lest they give a wrong impression, who must console themselves

as best they may by using the "little power" they have so vehemently and unreservedly and incessantly and completely that no one can discover their secret—namely that it is just a little power they have which they must manage so well that it will cover a multitude of needs and situations and, in fact, make life worth living. Mr. Ferrall finds his "trifling skill" in the art a constant use in business, in social life, everywhere, and—continuing to quote his own words—he simply cannot feel sorry for himself because the fragment of lip-reading ability he possesses prevents his realizing how badly off he really is. He "cannot even sit down with a friend who talks to him alone and painstakingly and get every word." He would like to do that for complete success even though the hearing people never understand every word anybody says. But then, how fine it is, he reflects, that even the very slight degree of skill is almost invaluable. How far is Mr. Ferrall from making a complete success of speech-reading? He is daily getting away from his self-conceded right to claim the distinction of being the worst lip-reader in America.

A man in our school was wondering if he'd ever reach success as a speech-reader. He remarked—and has one ever heard a similar remark elsewhere?—that while he could see what was said in the school he simply couldn't outside. "Nothing?" he was asked. "Well," he replied, "I can do better in understanding when a man has no cigar in his mouth. A man began to scream at me in a hardware store about being deaf. I knew he was screaming and I knew what was the matter with him but I didn't hear the words. I told him that if he would take that cigar out of his mouth and then talk in an ordinary way I'd know what he said was the price of the thing I wanted to buy. And I did." That may not be complete success but it is leading on towards it. And final complete success it was for *that occasion*. "Did you ever understand anything else?" he was asked. He became interested and went on talking something like this: "Why, I was fixing up a lady's bath-room—mechanic's work it was—just yesterday and I had

to go off for a piece of glass and she asked me to hurry back so she could lock up the house and go to town shopping. I told her I would and I came back in a hurry and she began talking to me again very fast and I didn't know a word she said and so I told her I couldn't hear at all." "What," she said, "deaf? You deaf! Why I've been having a conversation with you all the morning." The question is, how did he understand all this last she was saying? "How was it," I asked, "that you couldn't follow what she said after you came back as you did before you left her?" "Why, at first I had some idea what she would say and I saw her say it. Afterwards I couldn't guess what she was talking about." Do you think we'll have to admit that that experience was not *complete* success? Here is a parallel situation. I called a lady who has absolutely normal hearing by telephone. Her husband, who also has absolutely normal hearing, answered the call. "I want to ask Mrs. S.," I said, "if the maid we both use is with her today." (This was a holiday.) He failed to understand me. I repeated the inquiry, using the maid's name and otherwise explaining and changing the form. After a third or fourth trial: "I am sorry," he said, "but I don't know what you say. I can't understand you." He simply failed to make a complete success of *hearing*. There could be no excuse on account of my voice or articulation for he understood when I asked that Mrs. S. come to the telephone and she had no trouble in understanding me instantly for she knew, as our deaf man said, what I would be talking about.

From some standpoints there may be no such thing as complete success in speech-reading. Is there any such thing as complete success in hearing? That is—I ask the hearing people—can you go through a week or a day without failing to understand anything that is said to you? Do you make a complete success of hearing? "No," you say, you hearing people, "We lose something, but we understand enough to be useful and happy." That is just what we non-hearing, deaf, hard-of-hearing but not stupid speech-readers claim. We understand

enough through our carefully acquired speech-reading ability to live and be useful and happy too. You may hear some things we do not see. We see some things you do not hear. We almost have quarrels in our schools, public and private, occasionally, in regard to the question of who is deafest, for the "deafest" person present clearly carries off the palm for skill. We like to feel that we really saw that funny story—point and all—and there is always a chance that those who have some hearing power may have had some help from the voice or that they may actually have heard a word here and there.

Though probably all speech-readers agree with those who say that speech-reading is not a perfect substitute for hearing, there is still a joy in seeing what is said that does not come from merely hearing it. It is not the difference between seeing and hearing that I speak of. It is perhaps the difference between seeing the butterfly or the flower with the ordinary eye and with the eye of the scientist. It is the difference between hearing the opera as the ordinary person might hear it and as the musician hears it. Or it is the sense of acquired power bringing practical results which the baby must feel at first as he becomes conscious of his ability to propel himself through space in walking. But whereas the baby's accomplishment is—he realizes—not unusual, the acquired power to read speech is the precious possession of the favored few as well as a power won by hard work. As it increases, the use of it—becoming subconscious—is relegated to the realm of the habitual and the attention necessary for it—becoming involuntary—is as much a matter of course as seeing all other movement in surrounding life and interpreting the meaning. Being in the presence of the person who is talking to us should mean knowing what he says (unless perchance we are in the dark during an attempt to converse) without straining deafened ears, even through seeing sound—or movement representing sound, if you prefer literal expression—is an acquired power. And having once heard, the memory of sound is so clear that it persists, making the appear-

ance of the spoken language convey to the brain the sense of sound itself. As the words are seen they seem to be heard.

"It is hard for me to realize that I do not hear your voice," said a teacher of mine who to my mind had made a complete success of speech-reading. "I even seem to know the special tones of *your* voice. And it is only the knowledge of my total deafness that convinces me that this is the result of memory and imagination."

It seems to be conceded that in speech-reading we have that sense of power, joy in the possession of which is instinctive, beginning in babyhood and persisting to the end of life. And moreover it is well known that speech-readers do use whatever residue of hearing they have far more efficaciously *after* becoming speech-readers. For with the realization that the eye stands ready to aid the ear and make worth while the hearing of something, however little, the partially-deaf person begins actually to be conscious of more sound in his world.

"I don't need the help of screaming or writing. No, thank you, I prefer not to use the manual alphabet even though I learned it when a child so that I might talk in school without making any noise." "The sign language is entertaining if you watch it used by an expert on the stage, for instance, but it would make you tired and make me rather conspicuous here on the street." "You need not limit your remarks to nodding and shaking your head." "You have heard I do not hear well? That is true. But I know what you say if you speak clearly as you should always speak to the *hearing*. Don't feel sorry for me—I'm not sorry for myself. —Don't you see I work successfully and play successfully and associate with others as successfully as you do or as I would do with full hearing power?" Isn't this situation one that indicates almost complete success in speech-reading? This is the success of the adult who has acquired his speech-reading power since childhood and after having familiarity with spoken language and ease in the use of it.

It is true that the deafened person, though he is a speech-reader, may have

to select his particular work with rather more than the usual care. He wouldn't, for instance, select stenography if he must take dictation in shorthand—at least not until some way is found to put down the characters while looking at the speaker's mouth instead of at one's own writing on the lines of the page.

Following still the question of what constitutes complete success as a speech-reader, I turn to a continuation of comments made by students in the school. In these quoted conversations I claim only to give photostat copy of the spirit of what was said and not to recall the comments verbatim.

A young woman—of, say, twenty-two—who has finished the regular course says, "I am taking kodak views of the school and the people here." "Why do you want them?" she was asked. "Because I want souvenirs of my surroundings in the place where I began to live a second time," she replied. "What do you mean by that?" "I mean that I have gained in this place a power to understand what is said and to take part in conversation and this has made me interested again in the things I used to like when I could hear. I enjoy all these things once more. And I enjoy my work much more now and I enjoy the people I meet. I just feel that I have begun to live a second time." If this does not represent complete success in speech-reading, it does represent a success great enough to cause schools of speech-reading to continue advertising. And from this young woman from time to time comes enthusiastic repetition of the statement that she is living a second time.

Another woman of mature years, very deaf for a very long time, as she was leaving for her home town after completing the full course in spite of two long periods of interruptions, said something like the following: "My husband and I can talk now and I can talk with my friends. They do not raise their voices to me. I do not hear the voice at all. I make mistakes now and then but not enough to cause any real inconvenience. I would not take anything for the pleasure I have on account of reading lips. My husband was always so worried about my

deafness and now he is very happy because I can follow conversation well enough to take my part in it. Before my course in this school it was very hard to talk even with my husband. I feel now as if I hear him."

About eight months ago a woman, young—though not at the frivolous period of youth—and also alert, notwithstanding an undercurrent of sadness, came into the school. She has a character strong enough to overcome difficulties. She does not merely follow the line of least resistance. By the way, if I may digress, the fact is, generally speaking, that our patrons stand out as of strong mentality and moral fibre. Possibly only wise and well-balanced persons are capable of discovering a school of speech-reading and of keeping up sustained interest sufficient in degree to lead to the enthusiasm of success. The skeptical people are encouraged to postpone entering until through observation of our school work they convince themselves that they want the course. "Don't you have many people come into the school and then fall down?" said a man, hard-of-hearing but of high standing in the community. "I do not know exactly what you mean by falling down," I replied. "I mean to refer to entering and then dropping out discouraged on account of failure." "We do not let them do that. We do not take them that way." And I might have added that we do not have that kind of people nor do we see a possibility of failure. I have written the foregoing because I wish to put on record the kind of people we deal with, the type we wish to continue to serve as time goes on.

To return to the special case under consideration. I note that the routine has been followed by this woman almost without a day's interruption and not merely faithfully but with evident pleasure and full energy. By her special request, however, she is leaving us for a summer vacation at a distance—the course to be completed when she returns. She talks in this way:

"I can hardly wait to try my power among strangers. I shall be alone—that is, with no one of my family to

assist me in any way and I want to see how much I can rely on speech-reading. Of course, I hear a good deal and hearing the voice helps me and I know I'll have a delightful time. I would not take any amount of money for the benefit I've gained up to this point. My friends say I have changed. Even those at a distance say my letters show it." How do your letters show it?" I asked, "Do you write about speech-reading and the school?" "No, not a great deal," she replied, "but they say the tone of my letters shows that I feel differently about everything now. I know it is true and my sister will tell you the same thing when you see her." She had been reported to us just before she entered as a person in a depressed state of mind which, however, was not entirely due to deafness. The deafness had merely shut her off from the solace of natural companionship and from intellectual interests of helpful type. Some friend had been the means of centering her attention on a school of speech-reading. Again readers of this sketch must decide whether this woman who "feels differently about everything now" is making a complete success of speech-reading.

There is another case of a woman who left us temporarily on account of advice from the school. She had been physically and nervously ill and had changed a delightful and most helpful attitude into a despondent one that led to lack of faith in what the school could do for her and lack of realization of what had already been accomplished. Several months later she was trying a treatment for deafness that led to a laying aside of a trumpet during a preliminary conversational test of hearing. In describing this to me she repeated for me the very considerable number of questions that were asked and her replies. I interrupted to ask if she heard these questions without her trumpet. With a smile she replied somewhat as follows, "Why I can *read* just ordinary questions like those. And when I was asked if I could hear what was being said I did think of lip-reading and hardly knew how to answer for I knew I *saw* that question that was so easy to read." She said, however, that

the treatment made her ears feel far more open than for years. She too, in spite of herself, is working towards the goal of success in speech-reading and when health and mind conditions allow her to return to the school she will fully attain what she is seeking.

The next case which I have selected for record is that of a man disabled during service in the World War. (By the way, we have none of this class of army men now as the government has added a department of speech-reading to the government school here.) This man entered our school January 12, 1920, and after sixty-nine lessons withdrew May 7, 1920, on account of physical interference in the form of attacks of dizziness due to mastoid operations. The condition seems to be permanent. He has never resumed speech-reading lessons and he and his wife and young son live on a small farm in Colorado. In the course of a social visit during the latter part of May, 1921, they told me that his speech-reading power had been his only means of communication—except writing which he does not care to use—that he does not hear enough even to recognize the pitch of his own voice—which, however, is under fairly good control because of the help his wife gives him in telling him when the tone should be lowered or raised. I had no difficulty in conversing freely with him when he called. When he entered our school as a student it was plain that he was a man with a gift for speech-reading. His power was considerable before taking a lesson. Besides having watched (before becoming deaf) some lessons taken by a friend, he had practiced as far as he knew how at home. Watching the mouth of a person speaking he regarded as a matter of course. "I have no choice about that," he said, "because I can not hear." His progress was marked. Of course he should have had more lessons and more practice—in fact, should have almost doubled the time spent in a school—in order to gain the degree of skill he was capable of and entitled to. But he thinks that on account of his liability to dizziness he can not focus attention sufficiently for a lesson except for a few minutes at a time. After his withdrawal some months passed

before the social call to which I alluded. As I knew he was a man with a talent for speech-reading, my mind was dwelling, during his visit, on the position of that rare person we call a "natural lip-reader." So I said, "Mr. —, will you tell me about what amount of difference you noticed between your conversational power before you entered the school and after you had had the work here?" His voice dropped—as it does sometimes—almost to no voice and I was much pleased to see him unhesitatingly answer: "Every difference in the world."

This foregoing statement involves a point which I wish to stress—namely that the technical course in speech-reading, with full supplementary practice, is productive of definite and, to say the least, appreciable results as well for the man with a gift for the art of speech-reading as for the one who has never even realized that he can see sometimes and somewhat the speech he can not hear by simply observing the mouth as it moves for ordinary speech.

An incident related by the wife of the man whose case has just been discussed has amused our people here and may entertain others while it illustrates the point that to a gift this man has added a degree of persistence beyond that with which any of us are familiar. For in the school we do not hold ourselves responsible for following the speech of a man with a moustache when it is heavy and long enough to conceal the lips entirely. The man who has such a moustache is, as a rule, willing to trim it enough to show the mouth. But on the farm in the home of the man whose case we are considering, a visitor with such a moustache was trying to converse with him. In addition to the moustache there was a habit of dropping the head in speaking so that there was no chance to see the mouth. The woman to whom I have referred says that as she entered the room she found her husband stooping down on the floor and eagerly looking up at the other man's mouth in order to see what he was saying under the moustache and back of the bowed head. She says he is never willing to "give up a mouth" and that his attempts persist in the face of all obstacles.

A young married woman, after her eighth lesson in speech-reading, volunteered to express herself in regard to the value she was finding in her work in the school. When she paused I told her that if a stenographer could have been at hand to report what she said her testimony would have been very valuable to others. Her statements were somewhat as follows: "Between two and three weeks ago when I began this work I had no confidence in myself about anything. I have wanted to help my husband in his business but I have felt I had no ability to do so. You see, until about five years ago, I had very fine hearing. When I began to lose my hearing I began to lose confidence in myself about everything. I had depended on my hearing for everything I did. I reached a point of feeling I could never do anything. Now my belief in myself is coming back to me. My friends tell me that they can see I am interested again in everything they say and do and that I have changed. I know I can help my husband in his work. I am really doing it. When I came into this school I thought he would not be at all interested in what we do here. But he is as enthusiastic as I am." To prove that, she told me he was paying for the course whereas she had expected to defray the expense from an allowance fund.

These unsolicited comments came, as I have said, just before a ninth lesson. This woman is doing well and is faithful to the point of securing more than the regular routine number of hours for practice. When she has finished the regular course of one hundred twenty-five lessons she will have had what she needs to develop this eye power which is changing life's perspective for her. She has now completed her thirty-seventh lesson. Casually she remarked the other day: "I am delighted with *myself*. I am understanding conversation everywhere very well. I am actually getting *conceited* about my lip-reading." And a few days later she said, "I saw our family physician yesterday and I said, 'Doctor, if you know anybody who does not hear well tell him to go to the school of speech-reading. I know what it is.'" The reader of this sketch must again de-

cide for himself as to the outlook. Is this woman or is she not steadily moving towards the goal of making a complete success of speech-reading?

"I want to tell you something funny," said a woman who had had eighty-two lessons—thirty of which were taken two years ago. "A friend took dinner with me last night. We were in a hotel and she couldn't talk in a voice loud enough for me to hear. I had my ear-phone on the table but used it only two or three times when the brim of her hat was in my way. And I didn't even try to read her lips. I understood without trying. I just laughed about the situation when I found I was reading what she said, was seeing, not hearing, her words and was following in this way a full conversation and able to take my own part in it without any hesitation." The fact is that she has been able to do this for some time but was just discovering it for herself. She has never been ready to trust herself fully. She has never been of a depressed type, however. She has, I think, never known the time when she did not enjoy the social. Her intellectual tastes lead her not only to books but to associations that point to marked need of speech-reading power. If she was ever in danger of becoming morbid from deafness she has forestalled it by taking up the study of speech-reading at the "psychological moment." She keeps up church attendance and has asked me if I didn't think it dangerous for one to watch a sermon when one could see only a part of it and might thus misinterpret a clergyman's discussion through seeing isolated sentences. Considering sound theological views, I think she need not hesitate and that a speech-reader is justified in proceeding to enjoy all he can of a sermon even if the enjoyment should consist merely in the consciousness of his own power as a speech-reader. If seeing it all, every word, is your demand for complete success as a speech-reader you may possibly not reach completeness. But many testify to the value of incomplete reading when they happen to catch by the eye while watching a play, for instance, just the phrase or the sentence which reveals the whole import of a well-acted scene and perhaps is an *open sesame* to much

else that is said and thus leads to more and more speech-reading. We have to admit that as regards church-going, speech-readers have to consider—each for himself—the barriers of conditions due to rented pews, the shadows on the face of the speaker (in other words, poor light), occasional indistinct articulation, etc. But one of our students who has completed the regular course told me recently that she had attended a service where the light was good and the speaking very clear and, much to her delight, had followed by means of the eye alone, as she did not hear anything that was said, at least ninety per cent of the service.

In the story just recounted of the woman who kept her ear-phone on the table but at the same time read speech without trying, I said that she had never been of a depressed type and that I thought she had never known the time when she did not enjoy the social. I shall merely retract my statement instead of erasing it because the leaving it thus confidently expressed will serve as a tribute to the courage which so well concealed the depression. During the time of the writing of this sketch of persons who study speech-reading I invited people in the school to tell me what they thought of the study of speech-reading at this juncture of the work and to what extent they were finding the power helpful in ordinary intercourse outside the school. The following is clipped from a statement in response to this request written by the woman of whom I am speaking:

"I may be pardoned for saying that I have always been given credit for a more than ordinary degree of optimism and for having more varied interests in life than fall to the lot of most women. . . . The first serious illness of my life doubtless hastened impending deafness and for several months I could fairly feel my hearing slipping from me. I felt my life-long philosophy weaken at the knees and for the first time in my life experienced a depression of spirits which refused to be banished as I pictured to myself the idle and aimless existence which had always been my especial aversion. Ear-phones I had, of course, two of them, excellent friends in time of need, but how could I

tell when they might cease to help me? Finally I decided to occupy my too-abundant leisure at the lip-reading school and—presto—change. I was so busy that I had no time to wonder what to do next. The atmosphere was agreeable with all possible fun introduced as a spice to really hard work and I found my spirits soon rising to their accustomed level as the spectre of an idle and useless old age vanished in the dim distance. I had stopped going to church. I had shrunk from meeting my friends or attending social functions—but now there was a new interest in seeing how much of the service I could follow and how much of the conversation I could read on the lips and I found gradually so many of the old interests returning to me that I began to feel once more quite myself and quite as if I had discovered a new world to live in."

When through speech-reading power that is to go on increasing we find a new world to live in and a world that we enjoy are we making a complete success of speech-reading? Or are we not?

A woman who is not quite half through her course remarked as she came in the school one morning recently: "My niece is here from a distance. I haven't seen her for a long time. She thinks I am doing very well indeed with my lip-reading. And this morning before I came to school I kept a business appointment. The conversation took one hour. I did not hear what was said but I understood everything. There is something very peculiar about lip-reading. It makes everybody happy and I don't know why." The one interview she spoke of shows why. It is an index to many situations. And she recognizes not only the value for herself but the happiness of others using the same art in understanding what is not heard. Is this woman on the way to making a complete success of speech-reading? She will reach the goal if she can control circumstances at home well enough to admit of regular school attendance. She loses some ground and holds herself back to a considerable extent through her many absences due to illness in her family and many other circumstances. But she has an aptitude for speech-reading and her progress is

marked when she is really in the school. In writing some comments to be included in this sketch, she says:

"Lip-reading has restored my interest in people and current events. It has renewed my initiative because it has created hope in me; for I find myself minimizing in my mind's eye the difference between me and those who hear perfectly. And I'm so busy trying to acquire the art consciously and unconsciously that I don't find time to think much about whether I'm deaf or not. And if all this isn't of great benefit to me I'd like to know what could be."

Any school of speech-reading can give records of cases, one after another, which will show the large number of persons who seem to be reaping the benefit of the study, to be making a success of speech-reading in the sense that they are making it the means of communication which enables them to carry out life's purposes. In any case of apparent failure I claim that the appearance is due either to lack of persistence to the end of an adequate course or to lack of the mental attitude already described as a requisite, and the failure is turned to success merely through the change of these conditions. In other words, where the applicant supplies the will, the school opens the way.

If you—either a hearing person or a skeptical deaf person—desire to make a real test of another's speech-reading ability, make it through conversation of an ordinary kind. You can thus be scientific and kind and satisfied instead of unscientific, rude and dissatisfied. You can make your test real instead of a farce. It is true that the schools make tests of *every* kind and one of them is the almost voiceless kind. But let that be left to the school. Accept the fact that it has been tried in the school where the speakers were trained to move the mouth naturally in spite of the elimination for a few moments of some of the natural force of the voice. Realize that *your* lips and speech will be unnatural under such conditions. Your object, moreover, is defeated with your challenge. The person who really wishes a speech-reader to show his or her power must help, not hinder. He must throw no stumbling-

blocks in the way. The psychological aspect is wrong if you do. If you approach the speech-reader with even a little evident interest—not to say confidence—in his art and some belief in his integrity or even if you approach him in total ignorance of his deafness, the probability is that he will follow your remarks and questions even if he hears no sound of the natural voice you are using. If, on the other hand, you place yourself in a position of threatening contempt for all his representations as to speech-reading by *speaking in an unnatural way*, righteous indignation will tend to check speech-reading power even more than the proverbial nervousness which is said to make speech-reading impossible. Then if by chance you lapse into natural speech accidentally and he follows what you say well enough to reply accurately to your question or to take up the thread of your comment avoid the barbarism of asking him if he will kindly repeat the exact words you used when you placed your voice out of his reach. Realize that he reaches the point of complete success in the conversation without filling your requirement as to exact words. The demand is no less absurd than would be the same requirement for the person of normal hearing who is carrying on a conversation with you. Those who have full hearing are not apt to hear speech of that kind. Those who have full eye-power for speech-reading are not apt to see speech of that kind.

It is an axiom that the best speech-readers do fail at times; that is, if you wish to designate as failure the misunderstanding—or rather the not understanding—of some special remark or situation. Do you choose to consider the fact a proof that the study of speech-reading is useless? In the course of what might be called conversation apropos of something that had been said, I once told one of the best speech-readers in the world an anecdote. By chance, this speech-reader recalled the same story (by no means a new one) as bearing on what we had been talking about and, as I concluded the rather brief narrative, the identical story was related to me in somewhat elaborated and more interesting form, showing that what I had said had been lost entirely. I

rather resented being held responsible for not laughing when the point came. But does any one dare to say that such a failure—if you would so term it—meant that one of the best speech-readers in the world was not making a complete success of speech-reading when professional, social, personal affairs and all incidental business matters were followed fully and managed efficiently and with pleasure in the management through the one means of understanding the communications of others—the ability to read speech with no aid from hearing. All this was the case and all this was done with no word of reference to a handicap or a hardship in deafness but, on the contrary, with just rejoicing in the acquired eye-power.

Somewhat abruptly I once asked another one of the really most excellent speech-readers in the country for the loan of an umbrella. Finding that I was not understood, I repeated the question or request more than once when some one—a totally deaf person, by the way—rose in defense and said, "Why don't you help us? Give us some idea of what you are talking about."

"Well," I said, "the weather is not very beautiful today"—and immediately the umbrella was produced. Some time afterwards on the street I had quite a long and involved conversation, full of situations and words far more difficult than the rain and the umbrella, with the person who at first didn't understand that request. In fact such entirely successful conversations as this one are the regular every-day experience with this speech-reader who is too deaf to hear even the sound of the voice unless the speaker should shout and perhaps not even then. The umbrella episode to my mind was a mere matter of chance and has not even a bearing on the fact that in the case of this person speech-reading in life generally is used with complete success.

The really sad situations connected with deafness are the misunderstandings, almost heart-burnings, that sometimes come when we thought we heard something and didn't even give speech-reading a chance. The hearing people may never quite understand how this is. Then there is the trying, strained situation when—

all unconsciously as a rule—the people who hear entirely with their ears speak with so little distinctness that lips seem scarcely to move and moreover speak only to each other so that a low mumbling sound is all the partially-deaf speech-reader has to call him back from his own thoughts to the sense that the thoughts expressed by others around him should be of interest to him too. Then there is a situation on a dark veranda when conversation is general and speech-reading must be “counted out,” as not even an outline of the mouth or face is visible and the partially-deaf person in the midst of what he thinks is total silence makes some insignificant remark only to find that he has interrupted a thrilling story just as the dénouement is being reached. It is perhaps equally hard for the hearing and the deaf to see the humor in the interruption. Again in full light we see enough of what is said to become interested; we have even *heard* something that helps; when there is a slight pause we ask a question and the speaker, all unconscious of what he is doing to us, says, “I’ll tell *you* later.” Then a kind spirit somewhere sees what has happened and answers the question and puts us in touch again and we try to keep up the interest in the story when really we are wondering whether it was the thing, the scientific thing, to ask that question at that time even though the pause did seem to make the opening for it. All these things and more will occur and we have to remember that they are hard on the hearing people too and to keep up persistently the use of speech-reading even if we do decide to be quiet sometimes and to keep up that speech-reading so vigorously that the old forced laugh becomes a genuine one as we forget ourselves and the disturbing element of deafness in the enjoyment of what is said. Isn’t this better than the simple expedient of becoming a recluse? It is then that we begin to realize that the possibility of complete success in speech-reading is open to all. *If* we can do this, who will be so rash as to say the success is not complete? And it is no purely selfish one. For the hearing reap great benefit when deafness as an element to be reckoned with becomes less and less apparent.

The plea has been made for the school of speech-reading as the place in which to acquire this art. But the school is not a bed of roses solely. It is not a place where no discouragements and no misunderstandings occur. But it is a place where there need be no real failures and no ultimate disappointments. A course in speech-reading should be taken as a rule in consecutive lessons, with no interruptions beyond a vacation of two weeks in addition to two days of every week and at least half of every day if you will, besides all the legal holidays that occur. It would seem that what is left of six months or ten months might be worth devoting to a serious pursuit involving the actual pursuit of happiness.

Though many are prone to put off entering a school of speech-reading for the more convenient season which sometimes never comes and many after entering are heard to say, “How I wish I had realized a year (or two years, or three years) ago what this course would mean to me,” still it is necessary to bear in mind that when you do take up the work you must be well enough to do it and moreover to do it with enjoyment. If you are on the verge of a nervous breakdown or feel home cares too pressing to permit genuine, whole-souled interest in the school work, postpone your course. After you enter you owe it to the school and to yourself to keep up attendance, but the attendance must be something more than a matter of your presence. You must be able to give to the work every bit of the attention and interest which belong to it. Ordinary obstacles to this attendance—sometimes even extraordinary ones—should be unceasingly overruled by you. It requires perseverance and intelligent application to become a speech-reader, but you can not do the work in the school as you would dispose of some disagreeable physical task. As has already been said, the work must be actually pleasant if it is to be accomplished. You cannot follow lessons and practice in a skeptical, perfunctory, automatic, tense, forced way. Speech-reading power is developed and increased through real and enthusiastic interest. The most important rule for success is: *Enjoy every day in the school.* You should give full play to imagination,

curiosity, and human interest and sense of humor. Check no one of these. And watch the effect of all as you gradually gain, through seeing what is said, the power for exchange of thought among your friends outside the school and in business relations as well.

Do not fling away ambition. It is most helpful. Do not merely aspire to mediocre power. Do not be satisfied to work only for what is easy. Nevertheless continue occasional observation of work given to beginners. It will have a good effect in giving you the consciousness of your own power. You must stimulate confidence in yourself by giving yourself credit for all you can do. But work on for what is harder and harder. Do not "drop out" in interest when you find you are losing a little or much of an "advanced lecture" in the school or an address somewhere else or a conversation anywhere. Let your mind dwell on the topic and come back again and again to the speech-reading as you observe closely the mouth of the speaker. And when you guess, do not guess wildly without reference to the mouth. Continue observation of the mouth while you are guessing. Verify your thought by watching the movements of the mouth, remembering, however, that not through analyzing the movements but by seeing the sounds subconsciously the power to read speech with ease is developed. As has been already indicated, this power is built up gradually through much practice. Sometimes when we do read speech with ease it seems as if the doing so were merely accidental; it is without effort; yet somehow it is accomplished as a direct consequence of all the deliberate work in the past for that end.

There never was a more accurate statement as to a situation than the one to the effect that the power to read the lips is not gained through the work of a teacher alone for a pupil. Would that it could be! How gladly the teachers all over the country would bestow such a life long blessing as this power on those who seek it. But the necessary whole-souled coöperation of the pupil must include much systematic work in practice of reading the speech of many persons; that is, it must include school prac-

tice in addition to the advanced work of watching conversation everywhere. As has often been said, the study of speech-reading is much more than learning to read the speech of a teacher. And lessons may be given to small groups as well as to the individual. Such lessons have proved productive of excellent results. In fact, the contact of speech-readers with each other stimulates the power.

It will be noticed that throughout this sketch I have spoken of the regular course in our school as embracing six or ten months. Whether six or ten months depends on whether the one hundred twenty-five lessons are taken three or five times a week. If a student desires to complete the course in the shorter time he should arrange to make his appointments for practice include more time each day than that outlined by the school for those taking the course in ten months in order that he may secure the same amount of practice between the consecutive lessons.

For those who have thought the ten months or even six months consisting of a minimum of fifteen hours of work per week in the school too much time to give to the technical study and practice of speech-reading, I submit the following facts:

In devoting the minimum of fifteen hours a week to the work you are giving 4×15 or 60 hours per month and 6×60 hours or 360 hours for the six-months' course. Considering a regular working day, as in other fields of interest, as consisting of eight hours, you are giving 45 days of actual work to this course. In the same way, when you complete the course in ten months you are giving 40×15 hours or 600 hours to the work. On the basis of an eight-hour working day, you are giving 75 days to this course. You thus have in the one case worked for $1\frac{1}{2}$ months; in the other case for $2\frac{1}{2}$ months. You will thus realize that we only exercise ordinary judgment when we advise more work each day than the minimum three hours. Of course these estimates are only approximate on the basis of thirty days to a month as we are not properly taking out four Sundays a month from the calculation nor considering the range of from 28 to 31 days a

month. The regular course may be well taken even in nine instead of ten months if you will devote on each school day a little more than the usual time to the practice work.

In outlining the regular course for 125 lessons we do not mean that the one hundred twenty-fifth lesson represents the acme of all that is to be desired nor do we mean that reaching the end of a course all students have the same degree of power. The degree of ability will most likely differ there as it may differ through life. And we frequently have patrons who have taken the course in full come to the school for more practice, but in a happy state of mind as to the value of the course completed. The school is open to them for as long a period as is desired. Certainly after the 125 lessons the speech-reader continues to grow in power. It is probably not possible to indicate just when he may reach the height of his ability.

From time to time I am asked for a statement of the reason for the length of the course as offered in our school. It is due to the knowledge on my part that this amount of training is the minimum necessary for the benefit each person seeks when he enters a school of speech-reading. At one time I offered the conventional short-term course of thirty lessons in case a student did not wish a full course which was even then strongly advised and which included four of the short-term courses and some little review and application work. This short-term course was offered with the statement that it gave the foundation on which the student could build for greater and greater efficiency. While this is true now as it was then, I am no longer willing to give only an introduction to what is really sought and to have a patron leave with this tantalizing glimpse of a power he might have. In most cases, after taking thirty lessons, he has not formed the habit of unceasingly watching the mouth everywhere and thus is likely to fail to use the power he has gained and consequently may do no building for greater efficiency. Therefore the course for a shorter term than the regular one including one hundred twenty-five lessons is no longer offered. "It is astonishing,"

said a well-known and interested specialist in a very large city, "how many people study speech-reading and then fail to use it." I think the very brief school term and also some lack of practice work is responsible for that condition. Systematic, adequate practice with different persons, the working, through this practice, on definite lessons, is a requisite in the quest for speech-reading power.

My theory, which is being worked out practically, is that the student needs the help of technical training and expert assistance for the full course I have outlined in order to attain in the shortest time his full power and in order to put within his reach the greatest power possible for him. Any course that includes less training than we offer is less than the student needs. And this training includes far more than the 125 lessons in that, as has been said, the practice work is guided and the student makes it regularly follow and precede lessons. Beyond this there is additional opportunity for practice which is sometimes made by the student to amount to double the time stipulated by the school. Our students here are our best friends and they are in hearty coöperation with us and in full accord as to our standards.

From other leading schools, as from our own, I have seen persons who have taken only what might be termed, from our standpoint, a part of a course making excellent use of speech-reading power. But the fact is no proof that such a person should not have had for maximum benefit the full course. In any given number of lessons one person may and generally does reach a different vantage ground from another who may have had the same number of lessons from the same teachers and under identical circumstances. But this does not mean that both are not equally entitled to a full course leading to the highest point within reach.

Perhaps I may be allowed here a reference to the generally recognized fact that correspondence courses in speech-reading can never be a success. This is on account of the nature of the subject and the nature of the case. Applicants for correspondence courses sometimes put forward the point that some one at home

is ready to work with them. If this person at home is trained for the work he has become a teacher and the course is no longer purely a correspondence course. If he is not trained for the work, this home assistant is liable to do harm instead of good through his willingness to assist; for example, learning to read exaggerated speech is harmful. But a home course must be inadequate even with a teacher in the home as the student of speech-reading needs for success the systematic work in reading the speech of a number of different persons and, during the period of learning, the opportunity for ordinary conversation does not fulfill the requirement.

Wishing to make a complete success of speech-reading—whether or not you think you are already endowed with some subconscious power in seeing what is said—and having selected your school, make up your mind to take a sufficient number of lessons to leave you safe for greater and greater efficiency, in other words, a full course, which involves the following of the work seriously and yet optimistically and with full correlated practice and within a given time. If you are compelled by circumstances to be absent again and again or for long periods after beginning the work, you should add a very considerable number of lessons to the regular course. Remember that the goal within your reach is nothing less than complete success in speech-reading.

To be able to communicate freely with others is to have a mind open to impressions from the world at large instead of a mind closed and locked against even a thought that is not formed from within as we take our accustomed way among people and yet removed from them, isolated, cut off, perhaps really alone always. When deafness or impaired hearing comes before education has had time for free play, no wonder that the outlook on life is warped. When it comes after much knowledge and experience no wonder that the sense of loss is keenly felt with the severing of communications leading to usefulness. No wonder that morbidness here is a menace to either healthy activity or peace of mind and to society at large.

Speech-reading restores communication with others. No wonder it has what one of the professional leaders has well called transforming power. It would seem almost to have performed a miracle. Even if it does not, except in giving rest to strained nerves, improve hearing or cure deafness, it *seems* to do so. While it may not affect oto-sclerosis, for instance, and acquiring the power does not move an immovable stapes in either ear, it results, as has been noted, in better use of the residue of hearing power in any case so that we do—through greater attention, improved perception or whatever you may choose to call a new habit of mind—*hear*, actually hear what we did not and what we thought we could not hear before. And watching the mouth and seeing certain sounds makes the actually audible sounds mean something in connection with those sounds perceived through the eye.

If you, speech-reader, still have hearing, do not demand—as some of our people wish to do—that voice be kept entirely out of reach of your ear before you will perceive what is said. Complete success in speech-reading is still within your grasp even if you do actually hear something now and then—in your reach even in connection with your hearing. Yet if you are totally deaf—perfect in deafness as Mr. Ferrall says—be satisfied, so to speak, that that annoying sound does not threaten to check the use of your art of seeing what is said and realize that complete success as a speech-reader is your right and that in this success achievement in your chosen field is yours, and that life, liberty and the pursuit of happiness belong to you as well as to those who listen and hear with the ears alone.

THE STORY CONTEST

A series of unfortunate delays has prevented the outcome of the Trask story contest from being announced. The prizes have at last been awarded, however, and the winning stories will appear in *THE VOLTA REVIEW* from time to time. They are: First prize, "Growing Up with Percy," by Grace Irene Carroll; second, "He that Overcometh," by Laura A. Davies; third, "Cynthia," by Nettie H. Owen.

THE VOLTA REVIEW extends congratulations to each winner, and thanks to all contributors who helped to make the contest a lively one.

Harris and Ewing

THE LITTLE ACTORS IN THE PLAY AT "THE SPRUCES"

THE MAGIC GARDEN

On June 22, 1921, the pupils of Miss Reinhardt's School gave an outdoor play entitled, *The Magic Garden*. Every child in the school took part, the costumes were made of crepe paper, and each child represented a flower in the garden.

There was Jack Frost, who reluctantly departed after an argument with Mistress Mary, who with her watchful care and attention brought the sleeping blossoms to life. After which there were dances and games to music, the finale being the Bubble Dance with gaily colored balloons tossed about by the children.

The grounds surrounding Miss Reinhardt's home, "The Spruces," lend themselves beautifully to this sort of thing, the trees forming a wonderful amphitheater.

Among the guests were Mrs. David Fairchild, Miss Nancy Bell Fairchild, Miss Lillian Grosvenor, and representatives of the Volta Bureau staff.

—Contributed.

SPEECH-READING IN ROCHESTER

In an interesting letter to the *Rochester Times-Union*, Dr. Franklin W. Bock says in part:

"There is a tendency among persons who are hard of hearing to isolate themselves. Lip-reading will make it possible for hard of hearing persons to take a more active interest in what is going on around them and for those who are dependent upon their work for an income it will make it more possible for them to hold a responsible position.

"A clerk in a store, for instance, who is hard of hearing, if a good lip-reader, can carry on his vocation with very little difficulty and often such persons make the best clerks because they are more concentrated in the needs and wishes of the person they are waiting upon.

"Many persons who are hard of hearing feel that they are advertising their handicap if they join a class in lip-reading. As a result of the night school classes for adults and more as a result of the day school classes for hard of hearing children we have now many persons in Rochester who can carry on a conversation with the average person and never let it be known that they are hard of hearing.

"There are hundreds of young persons in Rochester who should take advantage of this opportunity which the School Board is giving them. The younger you are the easier it is to learn lip-reading; however older people should not feel discouraged. One of the best lip-readers in the last class was a lady well over seventy years of age. She is an enthusiastic lip-reader and a new interest in life has thus been given her.

"Employers who have valuable employees who because of progressive ear troubles are becoming gradually less valuable would do well to strongly advise such employees to attend these classes in lip-reading.

There are certain industrial and commercial positions which can not only be filled as well by a hard of hearing person but often can be filled to better purposes by such a one because of their greater ability to concentrate upon their particular job. Lip-reading for such a person would make him practically indispensable because of the greater efficiency.

HOW WE LIT OUR CANDLE



Our candle may be tiny,
But the flame is living fire,
Aglow with love and gladness,
The breath of our desire.

It was a modest little group that met in Houston, Texas, on November 10, 1921, to organize the first Club for the Hard of Hearing in the far south. Only four women were present at this meeting, which had been advertised for weeks. But these four were in touch with four others. The absentees were "impressed" into offices along with those who were present. So we started our "official career" (we were all officers and committee members) with eight names. We continued to advertise, just as if we had a membership of eighty instead of eight. We sent out printed cards to every deaf person we could learn of in the city. We used the club columns of the daily papers, posters, letters, telephone messages and personal invitations.

Each meeting brought in a few new members and each new member caught something of the glow that was beginning to radiate from the little candle. From the very first we recognized the necessity of doing some definite work which would justify our existence. Lip-reading in the city night school was the first task. It took three months to accomplish it. The class began on January 16 with an initial enrollment of fourteen and a pledge to raise that enrollment to twenty. It will be raised.

Requests came in for an afternoon lip-reading class from mothers of small children and others who could not attend the night class. This class was formed, and soon developed into a "Friendly Circle" that would warm the heart of our good "Friendly Lady." It meets each Thursday afternoon at the homes of the members—a social as well as a lip-reading pleasure.

Through it all we have always tried to hold aloft the little candle, symbolizing our watchword, "Fellowship." And it is the living flame of the candle which draws us together and puts life and joy and enthusiasm into this thing that would otherwise be an empty organization of machinery.

LAURA A. DAVIES.

EDITORIAL COMMENT

A SECOND SYMPOSIUM

As announced in *THE VOLTA REVIEW* for December, various schools for the deaf are being invited to participate in the discussion of topics of interest to the profession. The first symposium, on Language Development in Intermediate Grades, aroused much interest and favorable comment.

In this number, it gives us pleasure to present two papers on the topic of Sense Training, a subject to which much attention is given in the very early education of deaf children. The schools represented are those of Rhode Island and Alabama, in which excellent results have been secured from sense-training courses. A third paper, which was promised by one of the best-known authorities in the profession, has been unavoidably delayed, but we hope to publish it later.

Lest some of our friends in the day schools should think that that branch of the work has been neglected, we add that three of the largest day schools in the country have been invited to take part in these discussions, but have felt unable to do so.

THE VOLTA REVIEW will welcome a suggestion from any teacher of a topic which she would like to see discussed. It greatly appreciates the coöperation of the schools in presenting these papers, and hopes to make this work of great value to the cause of the education of the deaf.

SUMMER CONVENTIONS

Teachers of speech reading, workers among the hard of hearing, plan to attend the meeting of the American Association for the Hard of Hearing, Toledo, Ohio, June 12, 13, and 14.

Teachers of deaf children, use your vacation by attending the convention of the Progressive Oral Advocates, St. Louis, Mo., June 15, 16, and 17.

A PLEASANT ROOM FOR THE MEMBERS OF THE SYRACUSE SPEECH READING SOCIETY, SYRACUSE CLINIC

SYRACUSE HAS BEGUN

Preliminary plans for an organization for the hard of hearing in Syracuse had been fomenting for some time, and a committee of three, Mr. G. I. Vincent, Miss Mary Cooper and Miss Elizabeth G. DeLany, had been investigating the matter before a formal meeting was called.

The Syracuse Speech-Reading Society was therefore organized at an enthusiastic session of Miss DeLany's practice class on Tuesday evening, January 14, 1922. A constitution was presented and formally adopted at a second meeting held at the practice class on January 21.

The work will cover social, educational, and humanitarian fields. Membership will be open to all who are in any way interested in the hard of hearing. The Syracuse Clinic, on Fayette Park, will be headquarters of the society.

The first large gathering to acquaint the general public with the existence of the organization was planned to take the form of a social gathering and reception, Miss Annetta W. Peck, of New York, to be the guest of honor. Mrs. James G. Tracy generously offered to open her spacious home for the occasion (the exact date to be announced later), and be hostess to all interested in the subject of deafness. Educators, physicians, social workers, and prominent society people were among those invited.

The following officers were elected: honorary president, Dr. T. H. Halsted; president, Miss Mary Cooper; first vice-president, Mrs. James G. Tracy; second vice-president, Mr. Hugh Mulheran; third vice-president, Mrs. John Baur; executive secretary, Miss Elizabeth G. DeLany; recording secretary, Mrs. Edward McAll; treasurer, Miss Katherine Hazard.

Advisory Board: Mr. G. I. Vincent, Mrs. C. E. Mills, Miss Blanche Cummings, Miss Harriet Humbert, Miss Kate Ready.

—Contributed.

DETROIT LEAGUE

Two hundred fifty persons enjoyed the hospitality of the Detroit League for the Hard of Hearing, Friday evening, February 17, in the form of a Valentine party, given at the Recreation Building.

The rooms were prettily decorated in "sweethearts," by the Detroit Art Club.

The Leaguers delighted in "tripping the light fantastic," to the strains of the Recreation Commission's orchestra.

Little Miss Doris Drummons, a solo dancer, charmingly entertained the guests with her artistic dancing.

The fun maker of the evening was Mr. Wiseman, as "Old Black Joe," who came in leading his dog, a French bull terrier, who would not let any person even shake his master's hand.

Refreshments were sold, a number of cakes were raffled off, and a "bean guessing contest" was held. These features were for the purpose of raising money for the League, and a goodly sum was realized.

The Detroit League is getting started on plans to hold a huge bazaar, some time this fall, to raise money to purchase a clubhouse.

At the Valentine party Friday, February 17, announcement was made of the news that the American Association for the Hard of Hearing would this year meet in Toledo. This news was received with great cheers from the Detroiters, for Mrs. Dewey of the Toledo League. Detroit expects to send down a large delegation and make a bid for the 1923 convention. Detroit is an ideal convention city, and because the East is firmly established in the League idea, let us have it in the West for a time, so that we can educate the people and also interest the moneyed class of people to take an interest in the movement.

A third class in lip-reading has been established in the public evening schools. The new class is taught by Mrs. Weir, a teacher of the Goldberg School for the Deaf. The new class contains twenty-five members. There are now enrolled a total of one hundred ten in the three classes.

The Detroit League has recently purchased a Rotospeed duplicating machine. This machine is put to many uses in connection with the League; with it they can print their own form letters, their programs, cards, etc. One of the most interesting features the machine can be used for is to give a lecture to persons who cannot read lips or hear well enough for the electrical devices. The lecture is written on a stencil and the stencil then placed on the machine, which turns out copies at the rate of fifty a minute, so a copy of the lecture is handed to each one present. After they have all read the lecture, a general discussion can be conducted on the blackboard. This machine

is also very handy at business and board meetings.

Contributed.

THE ST. LOUIS LEAGUE

There have been such splendid reports of the various leagues for the hard of hearing in *THE VOLTA REVIEW* that we want our older sisters to know St. Louis is coming forward also. We were organized in October, 1920, and now have a membership of about 100, most of whom are employed during the day-time, so they have but a limited amount of time to give to the League.

Free lip-reading classes are held twice a week at three of the evening schools under the supervision of the St. Louis Board of Education. About fifty attend these classes and are rapidly becoming adept in the art of lip-reading. An industrial department was started in November, 1921, and \$106.00 worth of aprons and fancy work was sold before Christmas, the surplus from which was put with money realized from a rummage sale for our clubhouse fund.

We have a business meeting and a party on alternate months and are looking forward to many outings this summer.

Our progress has not been an organized and planned one; as things come up we meet them, but we hope one of these days to meet our fairy godmother with LOTS OF TIME who will take hold of us and PUSH.—*Contributed.*

THE BOSTON GUILD

Annie R. Knowlton, in a recent number of the *Boston Medical and Surgical Journal*, gives an account of the origin and progress of the Speech-Readers Guild of Boston, in its work for the hard of hearing. She says in part:

"Sensitive, and shrinking from the outside world, on account of their infirmity, too many people give up the unequal struggle, and lapse into a state of melancholy and indifference that soon becomes morbid. Every doctor knows that, in order to aid the power of hearing, he must build up the entire nervous system. Happiness is the best road to this end, and happiness can never be found in utter seclusion. As this club, which is composed of, and entirely officered by the partially or wholly deaf, exists for the one purpose of bringing back to normal activity and happiness the lives of those cut off from the world by the handicap of deafness, it is the one place to which the doctors should direct their patients, and which can materially aid in the readjustment of lives.

"As its name suggests, speech-reading is among the first aids it offers. Though it does not profess to teach speech-reading, it stimulates all to study that eye language, and offers many and various classes and entertainments which aid much in its development. The wonderful sympathy and understanding of all the members make each newcomer feel at home at once, while the nominal due of one dollar

a year opens the door to rich and poor alike. There is never any impatience at a failure to comprehend the spoken word, for all are too keenly aware of their own limitations to be unjust to others.

"Apart from this spiritual uplift, which goes so far to stimulate recovery, the Guild has now at its disposal other aids of a more material nature. The Guild House is equipped not only for the accommodation of its transient members, but has furnished rooms to rent to any student of speech-reading, or to any patient who may want to come to Boston for treatment.

"For the information of physicians be it said, that a person does *not* have to be a member of the Guild to avail himself or herself of the privileges of renting a room and obtaining meals at the Guild. If a person is deaf, and needs just the sort of protection and interest the Guild can offer, he is welcome to seek its hospitality. Thus, if a physician in some town should feel it advisable to send his deaf patient to Boston for special treatment, he would be at liberty to direct the patient to 339 Commonwealth Avenue, and be sure of gaining entrance there, provided there was a vacancy—which it would be well to ascertain beforehand."

3242 Fountain Ave.,
Los Angeles, Cal.

Miss Josephine B. Timberlake,
Washington, D. C.

Dear Madam:

In the February number of *THE VOLTA REVIEW*, there appeared a short article about me, and I should like to correct an error or two in it. The article gave the impression that I entered school for the hearing directly from the McCowen School for the Deaf in Chicago, when as a matter of fact I spent three years in the Los Angeles Day School for the Deaf, which is under the supervision of Miss Mary E. Bennett, before entering high school. This day school usually has an enrollment of about seventy-five, and there are ten well-trained teachers. It is a purely oral school, and signing by any means is absolutely forbidden.

In both of these schools I received splendid training, which I have appreciated more and more during my high-school course.

After graduating from the day school here, I entered Polytechnic High School with Irene Dwyer and Kenneth Jameson. We shall graduate this year. The other deaf students in high school now are George Eccles, Wallace Turner, Helen Sturdevant, and Leland Crow. Eight pupils from Miss Bennett's school have graduated from high school in Los Angeles. They are Helen Hunt, Irene Knapp, Hilda Cohen, Donald Kier, Bradford Adams, Harold Woodley, Elizabeth Kencaly, and Helen Dwyer. It might also be of interest to you to know that we deaf students in high school have an advantage which is somewhat unusual; that is, a special teacher for the deaf. This teacher, Miss Claire Montgomery,

who is our class adviser, assists us in our studies and accompanies us to some of our classes, thus helping us over hard places on the road to learning. I should add, too, that Bradford Adams is now attending Stanford University.

Hoping that these facts about our schools may be of interest to you, I am,

Yours sincerely,

ELLSWORTH E. DAVIS.

HOPE

BY SAUL N. KESSLER

There's a spring in life that eternally flows
Midst the strife and the heat of humanity's
woes,

A bubbling fountain cool as the snows
That can dry up only when life itself goes,
'Tis Hope!

When the dead, dry leaves drop one by one,
When night casts its curtain over the sun,
When the birds fly away and winter's begun,
Do we mourn and think that life is done,
Or hope?

We know (or do we?) that spring will arrive
And resurrect Nature until she's alive;
The bee will be busy again in his hive,
For better times come. If we hope, we survive;
So hope!

One may weep and starve and suffer since
birth

And still see a lesson of priceless worth,
For back of our woes, if we hope, there is
mirth

In the stars and the sun, the air and the
earth.

Just hope!

—*The Chronicle* of the N. Y. League for
the Hard of Hearing.

HELEN KELLER

No sounds make meaning for her ears,
Nor gleams of light her eyes assuage,
While speech but falters through her fears—
The Wonder-Woman of her age.

The weary length of Learning's pace
She slowly trod from stage to stage,
With joy of triumph in her face—
The Wonder-Woman of her age.

With epic soul and faintless heart
She dares to throw the battle's gage,
With Patience for her only dart—
The Wonder-Woman of her age.

O who can fail to win Life's prize
And know her story page by page?
She bids us reach out to the skies—
The Wonder-Worker of her age.

—Bernard Gruenstein in *St. Louis Post-Dispatch*.

LEAGUE TO BE ESTABLISHED IN SCOTLAND

A league for the hard of hearing is soon to be established in Glasgow, Scotland, along the lines which have proved so successful in this country. Dr. James Kerr Love, who is well known to our readers, and Miss Margaret Martin, the author of "What the Mother of a Young Deaf Child Can Do," are actively interested in the formation of the new organization and its success therefore is doubtless assured.

THE NEW HARTFORD SCHOOL

The *Hartford Courant* of January 15 devoted five pages of its special feature section to an account of the American School for the Deaf, its history, its methods and its handsome new buildings. Illustrations are given of the buildings, old and new; of President Wheeler; of Dr. Gallaudet, the first principal; of Laurent Clerc, the first teacher; of classes at the school, and of the landscape development and future extensions planned.

Assuming that a newspaper reporter wrote most of the "copy," it is regrettable that he should have been allowed to do injustice to the school and to the deaf at large by conveying wrong impressions. The text fairly bristles with the words "dumb" and "mute," and an uninformed reader would inevitably be given the impression that little progress in methods of instruction had been made since the establishment of the school under the manual method. In view of the fact that most of the classes are oral, it must be discouraging to the teachers to read such statements as the following:

"Articulation was early introduced, but the experts on mute education do not lay great stress upon it." "It is maintained that it is natural for mutes to employ signs." "Some who have learned this (the oral) system, however, use signs—even natural signs. They do not depend exclusively upon lip-reading."

Undoubtedly, some excellent results in speech and lip-reading, as well as in the use of English, have been attained at the Hartford School, and it is to be hoped that a future issue of the *Courant* will devote some space to correcting the statements referred to above.

DIAGNOSING PETER

There was a son in the family, likewise there was a cat, named Peter, and thereby hangs a tale.

The father of the family was deaf. One evening Peter was unhappy, and the family circle, with the exception of the deaf father, was disturbed thereby.

"There is something the matter with Peter," said the son to the father.

"Is that so?" said the father, who had heard nothing. "What is wrong, is he meowing?"

"Yes," said the son, "can't you lip-read him?"

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"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—Bacon.

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Number 5

SUCCESSFUL DEAF PEOPLE OF TODAY

BY LAURA A. DAVIES

NO. 1—DOROTHY CANFIELD FISHER

"DOROTHY CANFIELD, the author of *The Brimming Cup*, deaf? Impossible!"

"Why, she has traveled everywhere, knows a lot of languages, has been in social work, educational work, club work, and she did about everything a woman could do in the war."

"And a lot of things no other woman was allowed to do, besides writing books and books and books—"

"And raising a family."

"Yes, there surely must be some mistake about *her* being deaf. She *never* writes about it, and she writes about everything else."

This spontaneous outburst came from a group of deafened women at a recent club meeting and is typical of the general public attitude, not only in regard to the achievements of this popular American novelist, but in regard to the ability of deaf people in general to do everything."

Yet it is true that since the age of fourteen the Dorothy Canfield of today's literary world, who is Mrs. John Redwood Fisher in private life, has been so seriously handicapped by deafness that she finds great difficulty in hearing conversation, and freely admits that it has been "a hindrance to her in every way."

No, she never writes about it directly. Yet when we know it is there, we can see many things in her writing, which show us her attitude toward it. For instance, she probably gives her own personal viewpoint about this or any other handicap in a story where a young blinded soldier is shown, groping his way phil-

osophically through the darkness, coming at last to the conclusion that,

"Our senses are not ourselves; we are not our senses. No, they are the instruments of our understanding. To be blind means that I have one less instrument than other men. But a man with a telescope has one more than other men, and is life worthless to them because of that? And our senses, the best of them, are like an earth-worm's vague intuitions beside scientific instruments, a thermometer, a microscope, a photographic plate. And yet with what they give us, poor, imperfect as it is, we make our life A man with understanding, without a telescope, without a microscope, can see more than a fool with both instruments. The use one makes of what he has, that is the formula. And as for understanding, for really seeing what is, aren't we all groping our way in the dark?"*

There we have it, her formula—"the use one makes of what he has"—that is what counts.

It was forty-three years ago on the seventeenth of last February that Dorothy Canfield was born in Lawrence, Kansas—one of those typical middle western towns so often pictured in her stories, surrounded by rolling hills and wide stretches of level prairie; a college town, where the white stone buildings of the State University, and the residences of "Faculty Row" look down from their hill top on the roofs of the busy town by the river Kaw. It is the same University where Arthur Graves Canfield taught

**Everybody's*, July, 1918.

Courtesy of Bobbs-Merrill Co.

DOROTHY CANFIELD FISHER AND HER CHILDREN

French for many years while Dorothy was growing up. She, however, received her Bachelor's degree from the Ohio State University in 1899 and her Master's degree from Columbia in 1904 with intervals of study and travel in France. So she is almost as familiar with French literature, language, and people as with our own.

Her father, the late James Hulme Canfield, and her mother, Flavia Camp, were from a long line of New England ancestors back in Vermont where the Fishers now make their home. For three years, 1902—1905, Miss Canfield was secretary for the Horace Mann School and her life has been connected more with New England than with the west.

Her first book of importance, *Cornelle and Racine*, was published in England in 1904. Since that time a year has seldom passed by without one or more book publications, besides a constant stream of magazine articles.

On May 7, 1907, she was married to John Redwood Fisher of New York. As soon as the first baby was old enough to turn her mother's thoughts to child training, Mrs. Fisher became interested in the Montessori system. She went to Italy, met Dr. Montessori and studied her schools and the methods and results at first hand. One of the results was *The Montessori Mother*, a book published in 1913, and the next year *Mothers and Children*, both based on Montessori principles plus her own experience. The first baby is now a girl of twelve and has a brother of eight, and their mother's interest in educational methods and the responsibilities of parents continues to grow.

In 1916 the family life on the Vermont farm was interrupted by three years of war work in France. The whole family went, and Mrs. Fisher's busy life "over there" was as thrilling as that of any soldier. For a year she edited a magazine for blind French soldiers. She had charge for a time of the commissary end of a training camp not far from Soissons. Her duties from time to time took her into "zones of action," and always, everywhere, she was seeing beneath the surface of things into the real lives of men and women, the significance of events

and ideals—living intensely, as she has always done, the days and hours as they came to her.

When it was over and she came home, still thrilled with the bigness of it, she was horrified to find so comfortable a feeling at home. She launched at once into a series of intense articles for magazines about the responsibilities of parents in such a time of crisis. Before starting the first of the series she glanced through the pages of one of her former books and then began her outburst of intensity with these words:

"To me now, burning and deeply questioning, as I am, as every mother in the world must be in these days, with a sense almost awful of the imminence of disaster for our children, these cool, tolerant, half amused paragraphs seem frivolous. A regular pre-war book with no more notion than a child has of the terror and bitterness and glory of the struggle we are all born into."*

To feel life intensely, to see and understand it clearly, and to portray it vividly—that is genius, and that is what Dorothy Canfield does. In the preface to her book *Mothers and Children* she tells a story about Goldsmith which is so like a picture of herself that I shall repeat it here. It was in her freshman year at college. The English teacher told his class about one time when Goldsmith in turning over the pages of the Bible happened upon the book of Ezekiel. "He was soon deeply absorbed and no one saw him at all that day. That evening he burst into the weekly gathering of his circle at the King's Head still clad in his careless morning costume, the book in his hand, his finger still between the pages to keep the place, his honest face on fire with enthusiasm. To every one in turn he addressed himself with the greatest ardor, crying out, 'Why did I never hear of this writer before? He is a superb master, this Ezekiel—only listen to this passage! And this! And what nobility in this eighteenth chapter!'

"As he ran here and there, among those of Dr. Johnson's circle and others who chanced to be at the tavern that night, button-holing men of letters and

* From *The Delinicator*, March, 1920.

science, opening his book under the nose of a distinguished clergyman and reading aloud with gestures of astonished admiration, the great Dr. Johnson, observing him, asked a nearby friend, 'Pray, sir, what so excites our good Goldy tonight?' Garrick overheard the question and bursting into a fit of laughter replied, 'Why, Dr. Johnson, at forty years of age Goldsmith has discovered Ezekiel!' "

The young English professor laughed, and his class joined him, but Mrs. Fisher admits that her laugh was a laugh of cowardice, for she had never discovered Ezekiel either. She took the first available opportunity to look him up and found out later that every other freshman in the class had done the same thing. It was not till she was nearing the close of her college course that it dawned on her that probably not one of all that distinguished circle at the King's Head had been any wiser about Ezekiel than she and her freshman associates.

How like Goldsmith's enthusiasm is that of Dorothy Canfield. With her clear vision into the underlying principles of things, she sees some world-old fact and by the very vividness and intensity of her presentation she makes us realize its significance. Her novels and most of her short stories have problem plots. Sometimes she solves the problem, sometimes she presents it in bold clear pictures and leaves it for the solution of her readers. Whatever she writes has a purpose deeper than mere entertainment, which justifies, at least to the author, its existence.

That is the way Dorothy Canfield Fisher is "making the best use of what she has." If what she has—her talent, her genius—is greater than the average, that does not change the formula, which we may use as well as she.

When asked if she had a message for the deafened readers of *THE VOLTA REVIEW*, she replied in her brief, practical way, "Yes, tell them to learn lip-reading."

THE DEAF CHILD, AND SOMETHING OF HIS EARLY TRAINING

BY MYRTLE HOOD LEONARD

NOTE: The following paper was written for the Twentieth Century Mothers' Club, Birmingham, Ala., by the mother of a beginning pupil in the Alabama School for the Deaf. It is with the idea that perhaps some other mother will be brought to see her opportunities and the possibilities in her little child, that this paper is sent to *THE VOLTA REVIEW*, the clearing house for ideas and inspirations.

SINCE you are studying this year the children of school age, your program will be most incomplete unless you include the little deaf child. You are especially considering the Public School System, so I want to tell you a little about one of our most important public schools, the School for the Deaf, at Talladega.

It is impracticable to have a department for the deaf in connection with our regular public schools. The difficulties in grading and teaching these exceptional children, the necessity of very small classes in connection with high salaries paid teachers trained in these lines—these facts would make such departments too expensive for the state; so the one school is maintained at Talladega as a part of our public school system. Board, tuition

and laundry are free, in order that education may be given these handicapped boys and girls as freely as our mother state gives it to her normal sons and daughters.

There seems to be a general misunderstanding as to the nature of the school, even among our most cultured people. It is often referred to as an eleemosynary institute. This is most unjust. Alabama owes every child an education whether deaf, blind or normal, and she is not giving alms to the deaf and blind when she educates them at Talladega, any more than she is giving alms to the students at the University.

The viewpoint of the public towards the deaf and blind is undergoing a change. The time when they were pit-

ied and relegated to the profession of beggary has passed. With proper training they can be made into useful citizens, and while I feel that the education of the deaf is yet in its infancy, the era is dawning when they will take their rightful place side by side with their more fortunate fellow men. The known number of the deaf is rapidly increasing and some of our most prominent educators are giving their whole lives to the problem of their training.

In going into the work of teaching the deaf, we must bear in mind the fact that they do not talk because they have never heard. The organs of speech are as perfect as our own, but we learn speech by hearing it from our earliest infancy. These so-called mutes have never heard and so can not imitate. We may as well call ourselves mutes because we do not speak French and German.

They are just happy human children with the same brains, the same childish joys and sorrows that other children have; but communication with other minds is cut off and the little brains are not sharpened by constant contact with other brains. Tom spins his top and enjoys it, but he does not know it is called a top. Mary loves and plays with her doll, but she does not know it is a doll.

Imagine, if you can, the magnitude of the task confronting the teacher of the beginning class. There seems to be no beginning point.

During the first month of this year, it was my privilege to visit in the beginner's class, of which Mrs. Jenkins is the teacher. The first step towards teaching speech was to give all the children hand mirrors and have tongue gymnastics. You would be surprised to see how stiff the little unused members were and how small their control over them. They were made to broaden, thicken and make narrow the tongue in imitation of the teacher, and with the gaining of some degree of tongue control, the first battle was won. They were given the sounds for the letters *th*, *p*, *t*, *k*, *s*, *sh*, and I learned for the first time that these were breath sounds given without voice. They were practiced by each child individually, by holding a feather or a hand before

the mouth. It is slow work, and it was several weeks before the letters given were mastered. They were given the vowel sounds and taught to imitate them by placing their hands on the teacher's chest and then on their own. It is surprising how soon they can imitate the sounds by feeling the vibrations. By the end of the first year the children have a good working knowledge of the elements of English speech, and will be allowed to combine them into words.

They are also given daily lessons in lip-reading. The first lesson, the teacher brought into the room two objects, a ball and a top, and placed them on the table. These two words are chosen because they are entirely different on the lips. She spoke the two words slowly several times and pointed to each as she spoke its name. Soon each child was able to read the name and point out the object called. More and more words are added each day and a picture of the new objects learned placed on a lip-reading chart. In teaching verbs, the action has actually to be performed. In teaching nouns, the objects are actually produced. The child is also given simple commands such as, *shut the door*, *wash your face*, *sit down*, etc., and usually has a large number of words in lip-reading before he has much speech.

I wish I could go further into the work and tell you more, but there is much that can not be explained or understood unless you actually see the work progressing.

The most interesting part of the daily routine to me, is the rhythm work. This work is one of the later additions to the education of the deaf, and it seems to me its possibilities have not half been exhausted. It is used to give continuity of speech and to teach accentuation.

The speech of the totally deaf is without accentuation, purely mechanical and monotonous. Each word or syllable is chopped off and stands to itself. Only those who have been associated with the deaf can know how terribly hard it is to understand.

In the rhythm work the children are all placed around the piano and with hands on the case. They close their eyes

and count the time perfectly, striking the piano on the accented beat, which is made very marked by the person playing the piano. So sensitive are they to the vibrations, that the time of the music can be changed and they will change their counting and accent. Perhaps you wonder how this is helpful, but I have seen the children unable to pronounce long words correctly, when taken to the piano and the accented syllable placed on the accented beat, give the correct pronunciation immediately.

And now, if you will pardon a personality, I want to say a word, as the mother of a deaf child. I saw a verse from Stevenson the other day:

Two men looked from their prison bars.
One saw mud; the other saw stars.

Talladega and the staff of men and women giving their lives to this work, have taught me to see the stars, and I have touched in a dim sort of way, the knowledge that there is a reason for everything in the Great Beyond, that we will understand some day. This is the only answer I can find to the eternal question that every mother of a deaf child asks—"In the whole wide world full of normal children, why must my child be one of the handicapped?"

You mothers of hearing children pity the mothers of the deaf, but with this, as with all else in life, there is a compensation if you look hard enough for it. Our little deaf children are so much more ours than your hearing children can ever be.

Each person with whom a hearing child comes in contact sows a seed in the little garden of his heart. From this one he garners a word, from another an idea, from still another, an ideal, all of which are woven, by the busy little brain, into the warp and woof of his character. We shall never be able to estimate the power of these outside influences, until the day of the harvest. Too often, I fear, we shall find the enemy has sown tares while we slept.

With our little deaf children there are no chance sowers. Their hearts are walled-in gardens to which God has closed the largest door of communication. Surely to be the lone sower in one of

these little eager shut-in hearts is the highest of all service. The mother and the teachers are the only sowers and the ideals we transplant must come from the garden of the Master of Life Himself, for we can not give them anything but the best.

When I think of the task that is mine today, the work I alone can do through my boy's youth, I feel as the knights of old must have felt when, after an all-night watch at some holy shrine, they knelt and received the accolade from their sovereign. I have been trusted with great trust; I must be worthy of the trust.

SUCCESSFUL DESPITE DEAFNESS

A series of papers, which should be of the keenest interest to all of our readers, is being prepared by Miss Laura A. Davies, of Houston, Texas. Miss Davies has been engaged for some months in securing authoritative information in regard to men and women who, despite loss of hearing, have become distinguished. Probably in many cases readers will be surprised, as the editor was, to learn that these well-known leaders in literary and business pursuits are handicapped by poor hearing (or total deafness).

We suggest that our readers keep on the alert for the inspiration and surprises of this series. We hope to publish one paper in each issue for some months. The first, about Dorothy Canfield Fisher, appears in this number.—

Editorial.

KATHARINE E. BARRY

Miss Katharine E. Barry, author of "The Five-Slate System" and well-known throughout the profession as a successful teacher of language, died March 18 at a hospital in Colorado Springs. Miss Barry was a teacher at the Colorado School for the Deaf.

LANGUAGE IN INTERMEDIATE GRADES

Reprints of the excellent article prepared by the Lexington Avenue School, on Language Work in Intermediate Grades, may be obtained from the Volta Bureau at 25 cents each. The supply is limited.

GROWING UP WITH PERCY

BY GRACE IRENE CARROLL

FOREWORD: This story won first place in the recent contest in which prizes were offered by Mrs. John E. D. Trask, of San Francisco. The stories which took second and third places will appear in the near future.

"MOTHER, just see how tall Percy is growing," importuned little Stella Roberts, as her mother paused a moment on her way through the cozy play-room. "He's most up to my waist. I think he is going to be tall like Daddy, don't you?"

She stood beside him holding his little shoulder braced against her body, while Percy teetered unsteadily on his little legs, clasping her hand, looking up and studying her face solemnly in an eager effort to understand. Both Stella and her mother talked to him constantly, and he had the habit of watching their faces and lips to gather his foggy impressions of what was meant, although he never heard a sound.

Helen Roberts, standing before the two children, smiled a fond approval. She was never too busy to interest herself in their little occupations. Ever since little Percy's advent, and the sad discovery that he was deaf, she had been untiring in her efforts to direct his education and development, and to quicken his faculty of attention in every way. Percy had responded wonderfully to her efforts and the result was encouraging. The child was normal in all respects except his hearing and, of course, his speech; a beautiful, well-made, sturdy boy, with fine features, expressive dark eyes, and the wholesome, warm coloring of health. His beauty of face and form were undoubted assets which his proud mother inwardly determined should not be overbalanced by his defect of hearing. She had consecrated her life to helping him overcome the handicap, and with unflinching devotion she gave her every waking moment to combating the limitation.

"He does grow, doesn't he?" she responded proudly, love light glowing all over her face. "Mother's big boy. Big like Daddy. So high." And she stooped and gathered him up for a kiss.

"Big, big boy," echoed Stella, as he

descended to her side once more. "Most big as Sister."

"Get out his blocks now, Stella, and help him to sort them while I finish my morning's work, and then we will have our lessons together." She gave Stella's hair a smoothing touch and straightened an apron strap over her shoulder. "I must run and see Papa a moment before he goes."

"I'm off, Helen," her husband's voice called from the door at just that moment. "Good-bye, children. Be good."

Mrs. Roberts swung around quickly, turning a smiling face to her husband as she remarked, "Percy is really growing quite a lot. I believe he is going to be tall like you. Just look! he is almost up to Stella's elbow already." And she stood them together swiftly for her husband to note his growth.

But Hugh Roberts only turned away with a quick sigh. To be reminded that his boy, his deaf child, was growing up was but emphasizing a grief of which he was ever poignantly conscious. He had never become reconciled to the fact that his boy, his only son, for whom they had waited so impatiently, to whose coming he had looked forward with so much fatherly pride and ambition, and for whom he had hoped and planned so much, had come to them deaf. Although he had never analyzed his feeling, it was really one of *shame*. He was *ashamed* of the fact that his child was deaf. So, while his wife had accepted the situation and was trying patiently to make the best of it, his own way of meeting the difficulty had been simply to ignore it as much as possible. He could not bear to be reminded of the little fellow's deficiency. Indeed, he noticed the boy but little, lavishing most of his fatherly attention and caresses on the sprightly, eight-year-old Stella. At times he would pick little Percy up impulsively to caress and fondle him for a moment; but when he tried to talk with him, the keen hurt of the reali-

zation that the child could not hear or understand him, gave him a sense of impotence and alienation, and he would abruptly set him down again with a look of disappointment and chagrin on his face and walk away. The little fellow would feel perplexed and repulsed at the strange and sudden change of manner, and he came in time to exhibit a hostile attitude towards his father which only widened the breach between them and served to renew Hugh's bitter railings against fate. "Deaf and dumb!" he would reiterate helplessly. "My boy deaf and dumb!" So now, at his wife's words, he turned away a little impatiently as he said, "Come, come, Helen, I shall miss my car and be late at the office. I haven't time now for the children."

Mrs. Roberts followed him to the door in silence, and bade him a hasty adieu. Then she sat down limply in a chair in the hallway and sighed heavily. She understood her husband's pain and disappointment, and it only added to her own. But why could he not meet it a little more cheerfully? Why make it so doubly hard for her? Percy felt his father's estrangement and seldom went to him or appealed for his notice. His mother he could always depend upon; but he withdrew from his father with a subconscious realization that for some reason which he could not fathom his father did not approve of him. If Hugh would only be different! Still, it was his intense love for the boy, she knew, that made it so hard for him to accept his deafness. She sighed again, wiping a tear from the corner of her eye. Then she arose and began her day, once more cheerfully intent on doing not only her own share, but her husband's as well, for her darling little deaf boy.

The morning passed as most of her mornings did. The household duties done, she joined the children in their room and began the task of training Percy to read the lips, by constant repetition of a few words or phrases, always speaking as though he could hear, slowly but naturally, accompanying the words with explanatory actions, accustoming him to watching her and to become familiar with speech. They made a game of everything, and instruction went on at

every possible moment of the day. With blocks, color cards, pictures, and a thousand devices, she taught him to count, to exercise his arms, legs, fingers, and tongue, to breathe and babble, to cultivate his sight and touch, and through it all to constantly watch and read her lips. She taught him the names of things, made him fetch and carry for her, encouraged him to try to imitate speech as much as possible, and took the utmost care in having him acquire all the confidence and independence which a hearing child would have. Stella helped with much intelligence and interest, so that little Percy was already learning to say many things, simple words and phrases, and Helen Roberts worked on with enthusiasm and faith. Her husband had not yet heard the child's voice, and did not know that he *could* talk, for Percy was reticent in his father's presence. But some day she meant to surprise him by letting him see what Percy could do. She reduced her work of teaching him to an absolute science, making use of every aid she could obtain and of every idea she could glean from literature on the subject. It was slow, but Percy's mind was quick and bright and his avidity to learn was really remarkable.

Meanwhile Hugh Roberts had gone to his office and plunged into a busy day. But his mind did not work with its customary pliancy, and something which he could not analyze or throw off seemed to weigh on his heart. At eleven o'clock an elderly man entered his office, a great magnate of high repute, with calm, penetrating eyes and a dignified manner. He shook hands cordially with Hugh, and then with some deliberation chose a chair for himself, placing it with his back to the window so that the light fell full upon Hugh's face as he swung himself around in his swivel chair.

Mr. Henderson plunged at once into the legal matter about which he had come to consult Hugh, stating his case concisely and listening with attention and deference to Hugh's replies. For half an hour they continued in absorbed consultation, and at the end of that time Mr. Henderson arose to depart. With his back momentarily turned to Hugh, he seemed not to hear a question put to him, nor did he

answer when Hugh repeated it. At the door he turned to say good-bye.

"Pardon me, Mr. Henderson," said Hugh, "but you have not answered my question. May I ask if you are a little deaf?"

"I am not a *little* deaf, Mr. Roberts," replied Mr. Henderson, smiling affably; "I am almost totally so."

"What!" exclaimed Hugh in astonishment. "Why, you seemed to follow all our conversation without the least difficulty. I had no suspicion that you were unable to hear perfectly until I addressed you just now while your back was turned to me."

"Quite so, sir," said his client. "I do not hear a sound—not a sound. But I am an expert lip-reader."

Hugh's surprise was so genuine, Mr. Henderson laughed genially. "Seems a miracle to you, does it?" he said. "Well, let me tell you, my dear sir, that there are hundreds today for whom lip-reading is proving a veritable Godsend. Many whose lives had been darkened by the depression engendered by an inability to mix with the world because of loss of hearing, are emerging from the shadow of despair and discouragement and taking an active place in society through the aid which lip-reading affords them."

"I am interested more than I can tell you," replied Hugh, "for I have a small son at home who I regret to say is stigmatized by having been born deaf and dumb. What to do for his future is my great problem."

"Do not say *stigmatized*, my friend," returned Mr. Henderson gravely. "To be deaf is an affliction and a handicap without doubt, but it need not blight the life. Have the child trained in lip-reading. It is the wisest and only expedient. Lip-reading is the key that will unlock the storehouses of knowledge for him. Take my advice, begin lip-reading with him at once," and the great man departed, leaving Hugh much impressed with the manner in which he had surmounted the obstacle of his impaired hearing.

Scarcely had he settled to his work once more when he was again interrupted. This time it was a neat, intelligent-looking young lady who applied for work. She took the chair which Mr.

Henderson had occupied and Hugh talked with her in his customary tone, asking many questions to which she unhesitatingly replied. At last she said, "I must tell you Mr. Roberts, that I am extremely deaf. I could not let you engage me otherwise. But it does not interfere with my work in the least, as I am a good lip-reader. And not being disturbed by ordinary noises, I am able to concentrate better than if I could hear. You will not find me wasting time talking to others, and I am very eager to make good. Will you try me?"

Hugh engaged her unhesitatingly, for her self-confidence and alert bearing inspired him with faith in her ability, and he had a fugitive idea that she might prove of use in helping him solve his problem about Percy.

"How long have you been deaf, Miss Howard?" he inquired with interest.

"Oh, I began to be so when a mere child," she said. "But I always had one good ear to depend on until about three years ago when that suddenly went back on me; so, when I had exhausted all the usual expedients, I wisely decided that since deafness was to be my portion, to master the art of lip-reading was my business, and I set about doing so without waste of time."

"Where did you learn?"

"Well, I first tried to teach myself with the aid of a textbook. But I accidentally discovered that there was an excellent teacher, a Miss Read, at the School for Deaf Children on Garden Street, who could make my work easier for me, and I went to her. She has not only helped me to perfect my lip-reading, but she has injected courage and optimism where before I felt only loneliness and despair. Lip-reading is the sensible course for anyone who has lost his hearing."

After she had departed, Hugh did some more thinking, and decided that since Percy was growing up so rapidly, it was time they began to have him taught lip-reading and speech. The boy must not be neglected.

As he returned from lunch, in stepping out of the elevator he almost ran into someone who grasped his arm and turned him about unceremoniously.

"Hugh Roberts, as I live! Well!

Well! Came near not seeing me, didn't you? How are you?"

"Tom Spaulding!" exclaimed Hugh delightedly, as he grasped his friend's hand and shook it heartily. "I'm glad to see you. Where in the world have you kept yourself lately? But come to my office. I can't let you go without recalling a few of our boyhood days. It's a genuine treat to see you again. Come along." And Hugh took his friend's arm and led him down the hallway into his office, a small brindle bull-terrier trotting along after him.

Just inside the door Tom stopped, and facing about said solemnly, "Hugh, I've something terrible to tell you, and I might as well right out with it at the start. *I can't hear you.* I'm stone deaf," and the misery written large on his features expressed his feelings about the situation.

Hugh stood confounded. What could he say or do? But Tom went on quickly, "I can tell what you say if you will speak slowly and distinctly. I'm studying lip-reading, though I haven't mastered it quite as yet. But I shall in time. It is my only salvation, as I see it. Come, let's sit down. I'll take this chair with my back to the window so the light will strike your face. It is easier so. Here, Comrade," to the dog, "come and lie down here on this rug. Any objection to the dog?" he asked, "because he can lie outside the door and wait if you say so."

"Not a bit," answered Hugh cordially, reaching over and patting the dog's head, receiving in return a lick on his hand and a friendly wag from a stubby tail. "What happened to your ears, Tom?"

He began to feel that, like Percy, he was growing up fast all of a sudden, all his experiences seeming to be crowded into one day.

"Well, you know," began Tom seriously, "I went across seas soon after the war broke out, and I went through all the worst of it without much harm, until one night a shell burst close to me and bowled me over. When they patched me up, I was found to be not much hurt, but my hearing was gone, and I've been stone deaf ever since. The doctors all say that I'll always be so. So now I'm home again and trying to find a job that I can fit into with my handicap. So far I

haven't had much luck, but I'm trying hard to master lip-reading, and with its aid I expect to land something some day. But say, Hugh, I haven't told you the worst of it yet. You know, when I went away I left my first-born, a baby of three months. Now that I'm back he is over three years old and beginning to prattle and talk constantly. But Hugh," he ended, leaning over and putting his hand on Hugh's, while tears stood in his eyes, "it's tough to know that you are never going to hear your child's little voice. I can't talk to him any yet. That's what hurts worse than anything else. It separates us, sort of, don't you know?"

"Yes, I know," answered Hugh, speaking slowly and deliberately. "But I can go you one better. *I've* got a little fellow at home who can't talk, can't hear, can't be taught like other children. Born deaf and dumb. It's the biggest sorrow and trouble I've ever been up against, and I haven't yet solved the problem of how to meet the difficulty."

"Well, that is hard," replied big-hearted Tom Spaulding. "It's worse than my case for a fact. I'm glad it is me, not my boy, that has deafness to struggle with. Suppose you feel the same and would be glad to bear it in his place. But don't give up hope. They teach 'em nowadays so that with the aid of lip-reading they get along about as cleverly as the ones that hear."

Then followed a long, pleasant talk recalling boyhood days, and Hugh was astonished at how much his friend seemed to be able to grasp of what was said.

When he departed Hugh closed his desk and faced his problems squarely. What was going to be done with Percy? The boy was growing up. It was a question that had often pressed for answer of late, but he had continually put it from him with a dread of dwelling upon it. Helen had done her best to teach the child without doubt, but the task was too large a one for her. Percy must learn to *talk*, if he couldn't be made to *hear*.

It did not occur to Hugh Roberts that his child was nothing exceptional, that there were thousands of pitiful little lives like his, limited and handicapped by the same affliction. He had concentrated on

his own trouble so long, the sorrows of others did not exist for him.

He decided to go and consult the people in charge at the School for Deaf Children on Garden Street, a place he had hitherto avoided even thinking of in his desire to dodge his problem. At the institution he was taken through the rooms by the intelligent and sympathetic matron, and to his astonishment he learned that there were deaf children of all ages and sizes, many, many of them. With pathetic wonder he watched little tots respond to lip-directions to stand, sit, walk, run, clap their hands, and so forth, their eager round eyes fixed with an intensity of attention on the face of the teacher in the endeavor to catch her meaning.

He came out a wiser and a sadder man. How pathetic it all was! Poor little things! All life ahead of them, and their ears closed forever to all sound. It occurred to him suddenly that perhaps he had underrated his wife's efforts to teach Percy. He feared, too, that he might have been a little selfish about the matter. Perhaps Helen's training was, after all, the best thing for the boy at present. But Percy was growing up fast.

He reached home a little earlier than usual and let himself in quietly with his latch-key. There was no one in sight but he heard cheerful voices from the garden at the back, and went quietly through the house to the rear. Just inside the vine-shaded porch he stopped to witness a tableau that was interesting as compared with the exhibitions at the school which he had just been witnessing. His wife sat on a shady bench beneath a tree, humming a tune to which Stella and Percy were dancing together, their feet in rhythmic motion keeping step together. He sat down quietly, a silent spectator, to watch the proceedings.

When the children were out of breath, Stella flopped on to the grass, and Percy stood, his chubby little legs in their half-socks, spread far apart, laughter on his flushed face and in his dancing eyes, looking toward his mother and panting with joy.

Helen Roberts nodded her gay approval. "That is very nice. Percy likes to dance?"

Percy nodded his head affirmatively with considerable energy.

"Shall we rest now? Is Percy tired?"

A vigorous negative shake of the head said quite positively that Percy was ready for more.

"Come to mother."

Percy went at once, and Mrs. Roberts lifted him on to a small chair facing her. Stella rose and came to sit beside her mother on the bench.

"Mother thinks we will talk a little now while we rest. Whom does Percy love?"

To Hugh Roberts' absolute amazement, listening intently from his unseen retreat, he heard his boy's voice reply "Moth-er."

"And who else?"

"Dad-da."

"And who else?" impetuously put in Stella, leaning toward him eagerly.

"S'ella." hesitated the little voice.

Helen Roberts reached out and hugged him vigorously, for this was a part of the programme which Percy had learned to expect in response to his replies.

"Mother's boy is growing up," she said proudly. "He is going to be a fine big man like daddy some day. Isn't he?"

Percy gurgled inarticulately, and just then she and Stella were startled at the sound of a sob from behind the vines on the porch, and a moment later Hugh Roberts came down the steps and dropped on to his knees on the grass beside his boy. Gathering him violently into his arms, he buried his head on the little shoulder with tears in his eyes.

"Papa's boy," he said brokenly. "He's learning to talk. He isn't going to be dumb. Papa's boy is growing up. Helen, this is your doing. And to think that I left the task all to you without trying to help. I've let you bear the burden all alone. You've taught him all he knows, and he knows more than most hearing children of his age. His life shan't be shadowed. We'll have the best teachers obtainable for him right here at home. I've seen and heard things today that have completely made me over. I'm not ashamed of my boy's deafness any longer. I'm proud of his intelligence and fine mind, and I'm proud of his mother.

My boy! My darling boy! Papa loves you."

Percy understood that without trouble. He nestled closer in his father's embrace and his little arms went up lovingly around his father's neck.

"I love Dad-da," he said softly, and Helen Roberts wiped tears of happiness from her eyes stealthily, while Stella pirouetted about on the green turf, repeating jubilantly, "I declare, we're all growing up, mother, aren't we?"

YAWNING CHASMS—AND SUCH THINGS

BY JOHN A. FERRALL

THE VOLTA REVIEW is a wonderful magazine. That is the way to begin an article. It attracts the attention of the editor and halts him in the act of depositing your contribution in the waste basket. But the magazine really does print such helpful and comforting things. Here in the February issue, for example, is Miss Bruhn declaring that "Education is what is left after we have forgotten what we have learned." Of course, it really isn't her actual voice. She made the remark in Boston last June, but it was so fraught with significance that its echo only reached THE VOLTA REVIEW in February—and landed in this article in May!

But her statement has furnished me with proof that I have long needed to reassure myself. Now I know that I am truly educated, for certainly I have forgotten all that I have ever learned. Verily, each day the sun rises on my wisdom and sets on my ignorance. It seems rather impossible that one should know less each succeeding day, but I seem to have achieved just that height. And I am constantly learning that many of the things I do know are not so.

Of course, I might have been able to get a certificate of sanity from a physician. I read a story some time ago of a young man who called on his family doctor.

"Doctor," he said, confidentially, "last month, under the influence of a dimly lighted garden, moonlight and such, I got myself engaged. Since then I have suffered a decided change of heart and have sought to terminate the engagement. I have told the girl's father that I am a forger, a bank robber, a card cheat, a roué, and a patron of bootleggers. The girl only seems to like me the better for my confession. Her family, too, see no

reason for breaking the engagement. So I have come to you."

"Well?" questioned the physician.

"Why—why," blurted out the young man, "I want you to examine me and certify that I am incurably insane."

"H'm," said the doctor, thoughtfully. "And you don't want to get married then?"

"Oh, no, sir," said the young man, decidedly.

"In that case," declared the physician positively, "I can do nothing for you. You are a perfectly sane man. But," he added, "when you do want to get married, come to me again, and I will give you the certificate."

Being a bachelor (advertisement!) I might, as I say, have been able to get a certificate of sanity, which, given for that reason solely, would not have been much of a credit, since experts assert that the only true explanation of the bachelor is that no woman ever wanted him enough to make a real effort to get him. However, Miss Bruhn's statement renders a certificate unnecessary.

But today I've just had another experience—made a new discovery. Like everything that appears new to me, however, I shall probably find out that everyone else has known it for years. Anyway, I am back home after a visit to a friend who is recovering from a serious illness. She is on the road to recovery, but is still quite weak. And—here is the experience, the discovery, that has thrilled me—I found that I could follow her slow and feeble conversation with comparative ease. That, then, is the discovery—the weaker they are the better I understand them!

In one respect, this discovery is somewhat disconcerting. It places a tempta-

FOOLISHNESS FERRALL

"Call Me Grandmother," begs Farol,
In the Volta's late REVIEW;
"Which," we chorusfully carol,
Is what we have longed to do."

Grandmothers are just the nicest—
So, we all agree, is Fearl.
If "Our Magazine's" too solemn,
Every time he proves our pearl.

We appreciate the Volta
Quite apart from J. Fer-ral,
But the part that leaves us smiling
Is the message from our pal.

Who perks up our spinal column,
Jogs our funny-bone? John Fear-all.
Most of us are all too solemn
Just because we cannot hear all.

Don't you ever up an' quit us!
Please keep writing, John Fer-rawl.
No one else can seem to git us
As you do in Grandma's shawl.

—Anonymous.

P. S. Say, Jawn—just to settle a bet—how
do you pronounce it?

JOHN A. FERRALL—A TRIBUTE

BY SAUL N. KESSLER

Fate assigned a rôle for you,
Patience tried your soul for you,
Hardship set a goal for you,
For you cannot hear.

None can get the start of you,
All the world is part of you,
Love is in the heart of you,
Sunshine all the year.

From the quarter-ton of you*
Overflows the fun of you,
Making others one of you,
Billikin of cheer.

* I have no first-hand information as to
Mr. Ferrall's weight, but for the sake of
poetic smoothness I've taken an approxi-
mate amount. Is it more? I wonder!
S. N. K.

EDITOR'S NOTE: The gentleman pictured above
is John A. Ferrall, who says it is pronounced
"Fer'-al"; *c* as in *herald*, *a* as in *final*. He
has not given us recent information as to
his avoirdupois.

tion in my pathway that is rather appalling. You see, already in my career as a lip-reader I have met persons whom I would not have been averse to reducing to state of comparative helplessness. I have reference of course to the "torturers" and "djagetits" so cleverly pictured by Mr. Saul N. Kessler. The temptation has not been easy to resist, but think how much more difficult it will be to resist in future, now that I understand clearly that my lip-reading skill can be enhanced in direct ratio to the physical helplessness of the speaker. The pity of it, too, is that the road thus opened to me is perhaps the only one by which I shall ever be able to reach high skill in lip-reading.

I find myself in much the state of mind of my old friend Pat O'Hagen. Pat is a trifle impulsive, not to say impatient, in his dealings with his fellows. This impulsiveness has on occasions degenerated into what is technically referred to as physical violence. It was after some such display that Father McGuire, the gentle old parish priest, remonstrated with him.

"Patrick," he said, "don't you know that we are told to love our enemies—to do good to those who hate us?"

Patrick knew this.

"And," continued Father McGuire, "don't you suppose that you could learn to do that?"

Pat considered.

"Well, Father," he said, finally, "I don't know. But I do know there are lots of times when I'd be glad to reduce these fellows to a condition in which I could sympathize with them—and, you see, sympathy is said to be akin to love!"

So, with slight variations, I may say that I shall no doubt often face a situation where I shall desire in my heart that my "enemies" might be reduced to a condition in which I could readily understand them.

At any rate, my recent experience has decided me that if I ever reach the stage where I desire human conversation (perhaps I'd better say conversation with humans, for there is a difference!) as much as most of my deaf and hard of hearing friends seem to desire it, I shall start touring the hospitals and exchange-

ing words here and there with such patients as appear weak enough to meet my requirements for slow and feebly-spoken conversation.

It will make no difference to me whether these patients speak in a very low voice, or do not use their voices at all. For, as I believe I have stated on every possible occasion in the past, I am probably the deafest deaf person in the United States. You will observe that I set a geographical limit. I do not wish to cover too much territory, and, above all, do I seek to avoid all entangling alliances. My statement about entangling alliances of course is merely to show the influence upon me of the various international conferences held at Washington during the past year.

I am actually so deaf that I am getting to be vain about it. You know how that is—it is natural for one to feel a sense of elation over superiority in any field. This, perhaps, accounts for the arrogance of those who get to like mirror practice. They know they are so different from their fellows as to be worthy of rank as a separate genus or species.

To a person as deaf as I am, there comes a distinct sense of triumph, for example, in meeting one of those beings who is convinced that he can make any one understand if only he can speak loudly enough. You have met him, of course. Well, he crosses my pathway, we will say, and I explain to him that I am deaf—totally deaf—absolutely deaf. In other words, I cannot hear at all. But my words fall upon "deaf" ears, for there are other deaf ears than those that simply cannot hear. The apostle of volume heeds me not. He comes close beside me and bellows his remarks into my ear. The only result is a faint, breeze-like effect as his breath sweeps into the ear openings. Being a large and bulky individual, I can withstand these miniature cyclones which would sweep a frailer comrade off her feet. No results being apparent, he tries again—and again. And then he goes away. But he is not defeated. He will return another day and repeat his performance—unless my self-restraint gives way and I extinguish him once and forever.

But even as he departs today, his expression shows clearly that it is his secret opinion that I am not deaf at all, but merely stubborn. That is the one thing which somewhat mars my victory. But I am confident that the day will come when he will say: "You are deaf, I guess. Maybe that's why you can't understand me." And I shall answer, "Yes, I think I am getting a little hard of hearing, but please do not say anything about it, as I am very sensitive and do not wish people to know." And then he will ask me why I do not take up lip-reading or something like that, because he knows lots of *blind* people who understand him perfectly. And, of course, I shall reply that I am not yet deaf enough to take up lip-reading. And then he will go away again, maybe to the hospital—unless he is a bigger man than I am.

It seems to be comparatively easy to get into hospitals—unless you are sick. Then, my friends tell me it is difficult to get in, and once in it is quite difficult to get out. And I do not see how any of them come out alive. I've never seen a hospital room that wasn't cold and depressing. I wonder why the hospital authorities think that a cheerful and homelike room would interfere with one's prompt recovery? But I suppose lots of people will write and tell me about hospitals that do have cheerful and cozy rooms for patients. I only know that I've never seen a cheerful one, and I'm not going to get sick just to find out by personal experience—not if I can help it.

Most sick people appear to be left very much alone, too, which makes me think that they would appreciate any sort of conversation—which, in truth, is the kind I would furnish. I have even thought that it might be possible for me to build up a sort of clientele around the hospitals, and have a fixed charge for attendance, thus making my lip-reading practice a financial asset. There are all sorts of possibilities in this, as you can see.

And such interesting things happen in hospitals. In today's paper is an account of the conversation of two physi-

cians who met in the hallway of a hospital.

"Hello," said the first, "what is new and interesting in the shop this morning?"

"Why," said the other, "I have a very curious case—a patient who is so cross-eyed that whenever she cries the tears run down her back."

The other physician was astonished.

"Well, well," he said, interested, "and what are you treating her for?"

"Just now," replied the other, solemnly, "I am giving her a course of treatment for bacteria."

There is also the story of the young soldier boy, suffering from the after-effects of a gas attack and in a hospital where his mental condition was being observed. He had been given to understand just what his condition was, but had been encouraged by the promise that he would be all right in a few weeks, when he would be allowed to return to his home.

Just after this promise, he was writing to his sister, explaining what the doctor had told him. As he moistened the stamp to attach it to the sealed letter, it slipped from his hands and fell to the floor. As it happened, a small bug was crossing the floor and the stamp, falling sticky side downward just as bread always falls butter side down, lighted on the insect's back. When the soldier stooped to pick up the stamp, he was amazed to see it start moving across the room. In stupified amazement he watched it move along the floor, up the wall, and behind the picture molding. Then he sat down on the side of his bed, his elbows on his knees, and clasped his head in his hands.

"Go home in two weeks!" he groaned, despairingly, "why, they'll never let a guy who sees things like that out of here."

However, folks who have seen lots of more startling things than that, such as pink elephants, and the like, have later been released, so that we may assume that the soldier boy's pessimism was unfounded. But please understand that the reference to pink elephants and such is not based on any personal experiences of mine. I have unquestionably done any number of things that would justify a

jury in committing me to an insane asylum, but it just happens that I have escaped attracting close scrutiny. The fairies, you know, are good to the Irish—they have to be.

There are lots of other interesting stories I could tell you about hospitals. There's the one about the absent-minded professor who was giving a series of illustrated lectures at a prominent hospital, to the medical class of the local university. The lectures were held at 2:30 in the afternoon, after the university class was over. One afternoon the Professor came in a little late. He had been busy at his office and only just got away in time to meet the class. With him he had a small brown-paper parcel.

"Young gentlemen," he began, starting to unwrap the parcel, "I have brought with me today a frog which I dissected last evening, and I will explain to you the methods used, in order that you may see just how such work is done."

He completed unwrapping the package and instead of a frog, displayed to the astonished gaze of the class two sandwiches and a small slice of cake. The Professor seemed as much astonished as the class. He looked at the sandwiches and cake in amazement.

"I can't understand," he finally said. "Surely—surely I remember having eaten my lunch hastily just before leaving my office."

Yes, hospitals are very interesting. Lots of things are interesting, but is there anything really so interesting as being able to talk along like this, without the possibility of having your audience answer back? I wonder. Which, of course, merely leads up to another story—about a rather long-winded chap who had a habit of detailing his experiences and supposed experiences at considerable length to his long-suffering friends. I am not attempting to draw a parallel, of course. As the saying is, comparisons are *obvious*! Well, anyway, this *other* long-winded chap was in the midst of a supposed hunting experience. He had gone on and on, and so on, and had reached a point where he was saying: ". . . and there I stood, with the chasm yawning before me—"

"I beg your pardon, old man," said one of the bored listeners, "but would you mind telling me whether that chasm was yawning before you got there?"

Yawning chasms—and such things!

HELP PREVENT LOSS OF HEARING

BY FRED DE LAND

THIS is the second of a series of articles showing why the belief that there need be no new cases of loss of hearing is a practical belief, based on the possibility of awakening all the people to perceive the folly of sanctioning the continuance of unnecessary and unprofitable causes that serve not only to bring about loss of hearing, but to reduce the available national strength.

These articles were not written by an alarmist or by a visionary enthusiast. They are the product of an unbiased study of all the problems involved in the prevention of new cases of deafness; a study to which every spare moment has been devoted during more than five years.

In the previous article reference was made to the crippling character of the

invisible injury of loss of hearing; also to the appalling increase in the number of men and women whose sense of hearing is already lessened in one ear if not in both. In this article both phases of the subject are presented more in detail. The previous article also contained brief references to expressions of belief that it is possible to eliminate the causes and conditions that precede loss of hearing; action that will prevent the production of new cases of loss of hearing.

In that first article, the suggestion was offered that the wiser way to proceed to eliminate undesirable conditions was to enlist the cordial co-operation of all the people in a nation-wide campaign; and that such an educational campaign could most easily be popularized by organizing

local "Conservation of Hearing Societies" in every city, town and village in the country. For a live local society can do far more effective work in its respective locality than could be done by the officials of a national organization, in eliminating destructive conditions, as well as in arousing a local realization that good hearing must be conserved if we are *not* to become a nation of hard of hearing people. In other words, the efforts of the members of a society would lead the people to clearly understand that the movement is simply a desirable form of constructive public education to show the folly in continuing the present deplorable waste of the precious sense of hearing.

Following are additional suggestions that may be of service in organizing the suggested local societies. The best name for each society to bear now appears to be "Conservation of Hearing Society of (Detroit)." Probably the incorporation of local societies will not be necessary, unless there is good prospect of an active society becoming the recipient of an endowment or a legacy, or of gifts of large sums of money or of securities. If a legacy or a gift is probable, then it would be well for the local society to incorporate under the State law.

It might be well to have the constitution of each society show that it was organized for the following named purposes:

1. Promoting a constructive campaign to interest all members of the community in the economic value of good hearing, and to lead all to perceive the profit, as well as the wisdom, in conserving one's sense of hearing.
2. To cordially co-operate with health officials, physicians, and others in every effort tending to eliminate all causes and all conditions that are a primary or a secondary source of loss of hearing.
3. To do whatever else may aid in promoting the conservation of hearing.

A section in the Constitution might state that all persons are eligible to membership who are interested in conserving good hearing and are willing to co-operate in a local constructive campaign to prevent the production of new cases of loss of hearing. As a rule, it may be

the better way not to ask members to pay an entrance fee, but to pay only annual membership dues. Fifty cents will probably suffice to supply the funds necessary to defray all reasonable expenses, provided that the membership increases rapidly and the dues are promptly paid in advance. It is possible that in towns and villages a fee of twenty-five cents will suffice. In the larger cities, where the holding of public meetings may necessitate greater outlay, higher annual dues may be necessary, say seventy-five cents or one dollar. But this question may depend largely on growth in membership. Given a large membership, low annual dues may provide sufficient funds for all reasonable expenses. But the matter of dues is a question to be decided locally, as it will be far more difficult to gain members in some localities than in others. How many members should a society expect to secure? At least one-fourth of the total population over twelve years of age. It is possible for live officials to persuade more than fifty per cent of the total population of the smaller communities to join. Shall children be admitted to membership? Certainly. They can be trained to become a very efficient campaign force. The advisability of having lower dues for children under twelve years of age might be considered.

For what purposes will funds be needed, if no salaries are to be paid? There will be many necessary expenses to meet. For instance, it will be necessary to supply the secretary with record books, membership slips, letter heads, envelopes, filing cases, postage stamps, membership cards, etc., even if the society does not rent an office. Again, should an exceptionally efficient secretary develop, and the membership increase rapidly, it may be found advisable to appropriate funds to compensate that official for devoting one-half of each day, or, possibly, the entire day, to promoting the work of the society. It may also be found advisable to rent and furnish an office for the use of the secretary and to serve as the headquarters of the society.

The treasurer must also be provided with suitable account books, stamped

envelopes, filing cases, etc. If the treasurer is under bond the cost of the bond should be paid by the society. Then, in view of the probable publicity a live society will be given by generous editors, it will only be fair for the society to insert in all the local papers a paid announcement of each of its public meetings. Even though no rental is charged for the use of the assembly hall in which public meetings will be held, yet some payment will probably have to be made for heating and lighting the hall and for janitor service.

In the selection of officers and in the appointment of committees, it will be well to consider first of all whether the respective individuals are naturally tactful. For the nature of the work that must be done indicates that the success of a society may depend largely on the efforts of its tactful members. Infinite patience, an alert mind, and intelligent tact are helpful qualities that all do not possess.

With an influential, popular president and a tireless, tactful secretary each loaded with convincing arguments, effective work on the part of the society ought to be of record from the start. Where can authoritative information be obtained on which to base convincing talks? In *THE VOLTA REVIEW*. Therefore it will be a wise action if every local society subscribes for at least three copies of this helpful magazine, directing that one copy be sent to the president of the society, one to the secretary, and one to the head of the "convincing committee." And efforts should be made to induce the public library to subscribe for a copy.

The logical slogan of a society will naturally be "Conserve Your Hearing." But if additional slogans are desired, possibly one among the following may prove acceptable: "Why Cripple Yourself?" "Better a Lost Leg than Lost Hearing"; "Yours for Good Hearing"; "Which? Hearing or No Hearing?"; "Be Tactful. Tact Wins. We Win with Tact."

Why is tact given such prominence? Because tact and unselfish, unswerving devotion to the cause of conservation of hearing are the two qualities that will prove most helpful in arousing an individual as well as a collective realization

of the unprofitableness of permitting unnecessary conditions to longer continue to produce new cases of loss of hearing. The need of much intelligent tact will appear more clearly in the closing paragraphs of this article.

The writer fully realizes the magnitude of the work that must be done, the unpleasant nature of the opposition that will be encountered, and the many difficulties that must be surmounted before the dawn of success can be discerned. The writer also realizes that it is no easy task to continue year after year giving of one's best, with no thought of individual recompense save the feeling of a duty well done. Yet there is an unfailing source of inspiration. Always keep the inspiring thought in mind that the society was organized solely to do its part in keeping the nation from becoming a nation of hard of hearing people. Also remember that the pages of all the ages show that only through unselfish service has humanity received rich blessings.

Now for some suggestions of a more specific character that may be of service in the preparation of convincing arguments: Unfortunately there are no comprehensive statistics showing how many adults have impaired hearing, because few adults are willing to admit that their sense of hearing is not perfect. Again there is little unanimity among physicians regarding the percentage of the total population that already has a lessened power of hearing. Some believe that thirty per cent have less than normal acuity of hearing in one if not in both ears. Some believe that percentage is too high, others hold that it is not high enough.

Let us start with the belief that twenty-five per cent of the people have poorer hearing than they should have; for that is a very conservative belief. In other words, one in every four among all adults is well along on the trail that leads to an inability to distinguish speech-sounds. When the power of hearing is lessened to such a degree that it lacks the power to differentiate between spoken words, conversation may be possible only through efficiency in the art of lip-

reading, or with the aid of an electrical or mechanical device.

Even that much loss of hearing is a serious handicap, and one often heavy with misery. Nor is there satisfying consolation in the thought that one is not totally deaf; or that what loss there is might not have occurred had the habit been formed in early life of having the ears examined as often as the teeth were. Serviceable substitutes or replacements are available in the event of loss of teeth; but surgical science has not yet devised a way to replace the three little bones in the middle ear or the nerve filaments in the internal ear.

Remember, too, that records and researches show that three-fourths of all cases of deafness have arisen from conditions that were not only unnecessary and unserviceable, but that should not have existed. These records also show that in more than seventy-five per cent of the thousands of cases treated, even partial loss of hearing could have been prevented had treatment been earlier applied for. The average adult wrongly looks upon loss of hearing as a disease the existence of which is to be strictly denied. Forgotten is the fact that deafness is not a disease, but a resultant of destructive action. Thus even slight loss of hearing may constitute a symptom or a danger signal that destructive conditions exist that ought to be quickly changed. Loss of hearing may even indicate approaching general systematic disorder, or that the general nervous system needs relief from some nerve torturing enemy. Therefore, when there is any indication of ear trouble, consult your physician.

Paradoxical as it may appear, physicians hold that there may be a lessened power of hearing without much apparent change in the normal condition of the ear. On the other hand, there may be serious pathological changes in the mechanism of the ear without immediate loss of hearing. Thus place on your physician the responsibility of keeping your auditory transmitting mechanism in order.

In other words, experience shows that a continued lessening in the acuity of one's hearing may remain unnoticed by

the individual during a long period. Then comes a day when the individual complains of a *sudden* loss of hearing, and blames the disaster on a cold or on some other ailment, that really had little or nothing to do in directly causing the misfortune.

Hence it is a wise measure for every adult to start *at once* to conserve whatever hearing remains. Consult the family physician *today*. If he is not prepared to properly test your hearing, ask him to name a competent aurist. Then form the habit of consulting an aurist at least once each year. In future years such a habit will probably pay big dividends in happiness and comfort.

It is well-known that a highly cultivated sense of hearing was an absolute necessity in early days when roving bands of Indians, or savage beasts, might be lurking near a trapper's trail. Thus preservation of life might then depend on the trained sensitiveness of a pioneer's hearing. It is also recognized that such a finely cultivated sense of hearing is no longer a necessity to the average civilian. Nevertheless, medical examinations show that many dwellers in cities, especially in cities where many nerve-torturing noises prevail, are unknowingly growing unresponsive to all but high tones.

Do not forget that the loss of the sense of hearing will throw an increased burden on the remaining senses, and mainly on the sense of sight. That is, there must be, an increased cultivated activity in visual observation, in mental concentration, as well as in general alertness, unless one is so foolish as to give up in hopeless despair, and be willing to "walk deaf" through life. For the loss of all power in one sense does not imply that additional power has been conferred on any other sense. Increase in sense-power is usually due to a conscious or an unconscious cultivation of one or more of the senses.

The conditions that a Conservation of Hearing Society must labor to eliminate are many. Instead of commencing with a list of conditions that may more easily be eliminated, let us start with the one that will be most difficult to overcome: that is, the nerve-racking noises that ap-

pear to be an accompaniment of the evolutionary progress of civilization.

Many of these nerve-killing noises are not only useless, unprofitable noises, but they are unnecessary noises that are continued only because the people silently sanction their continuance, rather than run the risk of being classed as "queer" and "unpopular." Meanwhile the more torturing the unnecessary noises are to the nerves, the larger grows the income of the nerve specialist.

Some of these unnecessary nerve-blasting noises are a serious menace to the preservation of good hearing, for they exert a detrimental effect upon the sensitive mechanism of the organ of hearing after the same fashion that certain kinds of continuous labor affect certain muscles. When we are working and a given set of muscles signal that they are tired, we either rest or change our bodily position, or labor at something else, if conditions permit, so as to bring other muscles into action, thus enabling the tired muscles to recuperate.

But rarely are we so situated that we can shut out the shrill din of unnecessary noises that easily fatigue the delicate nerve-filaments in the internal ear and the sensitive muscles that actuate the transmitting mechanism of the middle ear. Yet just a rest of a minute or two dispels the fatigue in the big muscles of arm or back when engaged in hard labor; so there would be a quick reaction to normal functioning of tired minute muscles and nerves in the ear, if the unnecessary noise would only cease, even momentarily. Again help might come to tired nerve-cells if a change in pitch, in tune, could occur in long-continued unnecessary noises.

In other words, when the nerve-tiring sound is continuous even for only a few moments, and unchanging in pitch, the responsible power and the translating ability of the mechanism of the internal ear is quickly tired. Given a change in pitch or an interval of rest for a second or two, and recuperation readily follows. But when the unnecessary nerve-tiring sound continues unbroken during seemingly long periods of time (even though each period may be only a few minutes

in duration) complete exhaustion of the delicate nervous system of the ear may occur, and, in turn, may be followed by degeneration of the respective nerve terminals of the auditory nerve. Once degeneration of nerve tissue starts on its destructive career, there will be little hope of ever revivifying the nerve terminals in the internal ear.

Noises are vastly different from loud tones, not only in sound-character but in their tiring effect on the inner ear. Tones are regulated vibrations, the harmonic rhythm of which is rarely tiring to the ear, and, if melodious, and not too loud, may occasionally exert a desirable stimulating effect. But noises are the product of irregular vibrations, and when sharp, shrill, penetrating, exert a pernicious, percussive effect on the sensitive nerve-filaments of the inner ear, a hammering effect that is often distressing as well as tiring. Hence it should be readily apparent unnecessary noises are liable to produce nerve-degeneration, followed by complete loss of hearing.

That is why cordial, co-operative effort should earnestly be made to bring about a cessation of all unnecessary, useless noises, if nerve degeneration is to be avoided. For the fact cannot be given too much publicity, that it is possible for many unnecessary noises to so completely exhaust nerve cells that exhausted nerve filaments fail to receive, translate, and transmit auditory messages to the respective brain centers.

If these nerve-murdering, unnecessary noises are continued several years longer, mankind must prepare to pay the high price of a partial—if not of a total—loss of hearing; a price that necessarily diminishes the available effective manpower of the nation. Does it awaken a glorious feeling to realize that some day Americans may be a nation of hard of hearing people, if they do not strive to conserve good hearing?

In a certain city seven shrill steam whistles send ear-piercing sound vibrations to every section of the city, twice in the early morning, twice at noon time, and once in the late afternoon. During more than twenty years this series of thirty-five nerve-torturing unnecessary

noises has been inflicted on that community six times each week. When clocks and watches were not plentiful as now, there may have been some excuse for this unprofitable noise.

The remedy? Tactful representation of the nerve-tiring effect of this series of shrill and unnecessary noises, might bring about the elimination of the earliest morning blast, and, also, a change of the other four blasts into single muffled toots. Or an arrangement might be effected by which one muffled toot from one whistle would suffice for the needs of all the factories.

In another town, four passenger trains and two freight trains arrive each day,

save Sunday. It is an important junction and transfer point. Hence there is usually a "wait" of from three to five minutes while express, baggage and passengers are being transferred, or freight is being transferred, or freight is being unloaded. During this waiting period the surplus steam in the boiler of the locomotive is sent into the air with a roar that can be heard a long distance. The remedy? As surplus steam must be allowed to escape, why not perfect a practical muffler?

The day is not far distant when communities will be held culpable if the available man-power is permitted to go to waste through gross neglect or complacent ignorance. To what kind of community do you belong?

ELIZABETH FAY

ON MARCH 6, at St. Luke's Hospital, New York, there occurred the death of a loyal friend of the deaf, Miss Elizabeth Fay. She passed away peacefully in her sleep.

Services were held on Tuesday afternoon in the beautiful chapel connected with St. Luke's Hospital, which services were conducted by Dean Robbins of the Cathedral of St. John the Divine. She was taken to Medway, near Boston, for burial beside her father and mother.

Born in the Ohio School, of which her father, Gilbert O. Fay, was superintendent; brought up in the shadow of the Hartford School, where she afterwards taught for many years; and employed for seven years as principal of the Oral Department in the Virginia School, her whole life was devoted to the deaf and their interests.

On August 27, 1890, Miss Fay was one of the group of pioneer articulation teachers who, "recognizing the fact that we possessed in America no chartered body of a national character capable of receiving donations and bequests for the benefit of the deaf, resolved to effect a permanent organization of this character, to be devoted to the promotion of articulation teaching." She was, therefore, a charter member of the American Association to Promote the Teaching of Speech to the deaf, and her membership never lapsed, nor did her interest diminish.

MISS ELIZABETH FAY

Her loyalty to her friends and her profession was of the same character. Nothing was too much trouble; never was she too busy to take a helpful interest in a plan for a friend's enjoyment or a child's welfare.

Every associate to whom her thoughtfulness has brought a glow of pleasure, every child who has been made happier by her understanding, will regret her going and feel a personal loss.

Of no one has it been more truly said:
She doeth little kindnesses which most leave
undone or despise.

J. B. T.

FROM THE VIRGINIA SCHOOL

Deep sorrow was felt at our school March 7 when word came that Miss Elizabeth Fay, for seven years supervising teacher of the Oral Department, had passed away at St. Luke's Hospital, New York City.

Miss Fay had been a sufferer for a number of years, but such was her indomitable will and unflinching energy that few realized her condition. Even at the hospital, a friend writes, she was always so cheerful, so much interested in others, that those who were with her there felt it a privilege to know her.

She grew up with the deaf, having been closely associated with the Columbus and Hartford schools. She loved the deaf, and spent the greater part of her life for them.

In September, 1912, she came to Virginia. It was a pleasure to work under such a friend. Though she never said so, her motto must have been "Others," for she was ever ready to lend a helping hand and most willing to undertake any task that would give pleasure to teacher or pupil. The children soon learned to look upon her as a friend to whom they could go for advice or "just to talk."

She possessed strong religious convictions, and felt keenly the responsibility of training the moral and religious side of the pupils.

Her sympathy and friendliness, her acts of kindness, her entertaining manner, have left their impression upon those who knew her well; and the work of her life will surely continue throughout the lives of the many whom she touched.—L., in *The Virginia Guide*.

FROM THE OHIO SCHOOL

Dr. Patterson has a letter from Charles I. Fay of New York saying his sister Elizabeth passed away on March 6 at St. Luke's Hospital, New York. She was a daughter of G. O. Fay, for fourteen years superintendent of the Ohio School.

Elizabeth was born in the institution while he was superintendent.

She had been a teacher to the deaf since young womanhood, and was for many years supervising teacher of speech and lip-reading in the Virginia School.

Last year she was connected with the Hartford School.

She was a very bright, interesting, and friendly woman, always interested in the deaf and the profession of deaf educators. At the last meeting of American Instructors of the Deaf at Philadelphia two years ago she was an active and interested member.

The Fays are well remembered in Ohio because Dr. Fay was a very able superintendent and did a great work for the school.—EDITORIAL in *The Ohio Chronicle*.

FROM THE HARTFORD SCHOOL

The death of Miss Elizabeth Fay which occurred in New York City on March 6, took from us one whose life was centered in the deaf. Born in the Columbus Institution; brought up in Hartford, where her father came to teach in this school; later herself a teacher here for many years; principal of the Oral Department of the Virginia School, there was not a year of her life that was not given to the interests of her deaf friends. So strong was the appeal that although in frail health, she welcomed the opportunity to come back to "Old Hartford" again, where in the winter of 1921 she joyously renewed many old ties. Her friends knew the keen pleasure she had in meeting pupils of former years whose lives and progress she had always followed.

Awake to the joy of every day; finding gladness in duty faithfully performed, eager to bear the burden of others; she brought the gift of gladness to many. The friendships treasured, the pleasures shared; the fortitude in pain, the anticipation of a glad tomorrow; all made the beauty of her life—

"Yea, that is life; make this forenoon sublime,

This afternoon a psalm, this night a prayer,

And Time is conquered, and thy crown is won."—M. G. B. in *The New Era*

"To my friend I write a letter and from him I receive a letter—that seems to you a little. Me it suffices. It is a spiritual gift worthy of him to give and me to receive."—EMERSON.

MY DEAR FRIENDS:

One hears so often that the peculiar and most distressing phase of deafness is the social ostracism that it often brings. Unpleasant as the fact may be, it is, nevertheless, true that many hearing people shrink from raising their voices to talk to their deaf friends in public places and dislike writing out all their messages. They desire to be kind and unselfish, but they soon declare that they "are so busy" and that "time slips by so fast" until they gradually leave their deaf friends to their own company. It is the dislike of effort, of seeming to be conspicuous, of something not quite normal. That is why the use of hearing aids and the acquisition of lip-reading is the kindest, most thoughtful service we can render to our hearing friends. Even then, sometimes, the deaf person is not at ease, not quite happy in a large company of hearing folks. In order to develop his own latent abilities, to make new friends on common ground, to enjoy lectures, plays, and entertainments to the fullest extent, he should seek and cultivate the acquaintance of others who are deaf. The gregarious instinct is strong in every man, and it should not be thwarted by withdrawal from social life. For years, this theory was recognized, and everyone deplored the fact that there were no social outlets for the deaf, but nothing was done about it. I do not know who the brave ones were that started the first leagues for the deaf, but I *do* know that they gave us the answer and the remedy. I receive with joy and delight the announcement of every new organization that is being formed, for I

know of the relief and happiness that it will bring to many.

This solution has benefited those who live in well-populated places, and those who can afford to go to the city for lessons or to pay short visits, but it leaves many many, many more still isolated and unreconciled to their lot. As one gentleman wrote us:

What has the Volta Bureau for deaf people situated as I am? I am alone on a ranch, and cannot hear with any of the so-called aids, and there is nothing by way of attraction to break the monotony such as the people located in the towns and cities have.

I am sure that all of the leagues and clubs have many such letters in their files. They hardly know what to say in reply to such inquiries.

After a great deal of thought and experimentation, I think I have found a means of happiness and a medium for social intercourse with others, similarly handicapped, in THE CORRESPONDENCE CLUB. In answering the above letter I urged the writer to join. He did so, and I will now quote from a recent letter he wrote.

I guess I will have to ask you to excuse me for not answering your letter before. I have had a letter from—(the chairman of the group) and have written to her and several others of our group. You have given me so many things to think about. I have been busy with them, also forgetting my troubles, real and imaginary, and so have neglected you.

This is not an unusual case. I will quote from another letter.

I am very much interested in your Correspondence Club and would be delighted to join such a club as I find life very lonely. I have been stone deaf about seven years now and

there are no others in town to my knowledge except a few deaf-mutes.

This young man now belongs to the young people's group—the "Johnny-Jump-Ups." He writes:

I am very glad to hear from you again and I'll say you are in truth, the Friendly Lady, for you have been a good friend to me. I've been very happy, that is considering the past six or seven years, since joining the club. Letters have arrived thick and fast, or so it seems to me, who, as you know, had no correspondents before. Not counting your kind letter I have received in all, seven, besides the wonderful Ring letter.

Incidents such as these have inspired me to write a form letter like the following, to every adult school, league and club and to all interested persons that I know of, telling them of the purpose of the Correspondence Club and of the way in which it has been organized. The questions and appeal contained therein are addressed to YOU as well as to the persons to whom the letters were sent. Will you help promote this cause?

If you subscribe for THE VOLTA REVIEW, you may have noticed The Friendly Corner, which is "everybody's page" and is devoted to the interests of the readers. Here they may ask questions, tell of their own experiences and discuss problems of interest to the hard of hearing.

The Friendly Corner has organized a Correspondence Club, made up of groups of twelve, with a leader at the head of each group. The purpose of the club is to promote friendliness among the hard of hearing all over North America. There are four groups in existence already and all the members are enthusiastic supporters of the club. I believe this club fulfills a long-felt need.

Do you know of any young people who might like to join the high school group? This group is composed of boys and girls in high school, who are earnest, ambitious students, desiring to attend college or continue their education in some other way. Correspondence with others like themselves will inspire and encourage them.

When they graduate from high school, they are eligible to the group composed of college students and young people from twenty to thirty years of age. We have five young men as members who are attending college at present. They are widely scattered throughout the United States and it is the greatest pleasure and encouragement to them to know others who like themselves, are daring the heights. Do you know of any young people who should be in this group?

The rest of the club is composed of groups of older people. Some of them are lonely and live in isolated places. The club reaches

them and brings them friends and news of the outside world. Busy, happy workers in the cities belong that they may thus bring cheer and happiness into other lives. If a member travels he will feel that he has friends in the cities to which he goes.

Please invite all those who you think should belong, to join the club. Ask them to write to me for further information, if they desire it. If you think a letter from me would help, send me their names and addresses and I will gladly send a personal invitation.

Mastering the art of lip-reading is not an easy task. Some people think that they can never accomplish it. They come to this conclusion after taking about three lessons. I have met any number who judge their capacity by just such experiences. They might as well say they could never learn to play the piano or speak French after taking three lessons. Just as music and foreign languages come easily and naturally to some, so does the "born lip-reader" also learn to read the lips. But to most of us, knowledge comes by faithful application and long-continued perseverance. Here is a letter from one man who will not allow himself to admit defeat:

In a recent number of *The Chronicle*, published by the New York League, one article takes up the topic of progress in the study of lip-reading. One gets just so far, and no farther. Apparently further progress is not to be hoped for. Practice, practice, practice: study, study, study! and still no actual betterment. That is to some—I know it has been to me—a most discouraging feature. But all things must have an end, and so with the apparent fruitlessness of continued effort. In the first place, I might justly contest Mr. Ferrall's claim to being the poorest lip-reader on earth. Those that know me best would without hesitation, I am sure, award me the first prize for inability to read lips. My own experience, however, has recently led me to doubt whether my slight attainments in that field are to remain permanently at their present low level. I am old enough to have been a bicyclist at the time when the wheel was as common a sight on the streets and country roads as the automobile is at present, and it has often occurred to me that there is a parallel between learning to ride a bicycle and learning to read the lips. As I am now slow in learning lip-reading, so was I, way back in '92, slow to master the art of bicycling. Time after time I came into closer contact with the ground than was pleasant or in anyway desirable, and time after time I remounted—and went through the same experience again: but, as I said before, all things must have an end. One evening I could not ride a wheel at all; the next evening I mounted, and to

my surprise and pleasure, rode without the slightest difficulty. My repeated failures were not failures—each attempt brought me a little closer to the goal, though this was not at all evident at the time. It is this recollection, as much as anything else, that encourages me to continue my practice. I am still having my falls, but think there are signs of improvement and perhaps of the ultimate attainment of a moderate degree of skill.

Another topic which may be of some interest to your readers: Our club (Cleveland) has taken steps to establish a club library. We have made no purchases of books or magazines, but have appealed to our membership to furnish such books as they can spare. In this way we have secured the nucleus of what may in time be a creditable library, not a large one, perhaps, but one which will serve its purpose, and attract members to its quarters. In every club, no doubt, there are many who have accumulated from time to time, books and magazines for which they no longer care, and if their attention is called to the matter they will be glad to put them at the disposal of others who have not read them. Good fiction, of course, is always welcome; so are the current and recent numbers of the popular magazines. The small number of books we have on hand may be freely used at the club quarters, but instead of lending them freely it has been decided to make the nominal charge of five cents a week for home use. The experiment is too new for us to be able to say to what extent the club treasury will benefit, but I venture to suggest that the idea be passed on, through your department in *THE VOLTA REVIEW*, to other organizations of the hard of hearing. In many cases, there is little or no ground for social ties among members of such clubs, or leagues, or guilds, as they are variously called, than their common infirmity, and for this reason, among others, the members do not make as free use of, or as frequent visits to, the club rooms as they might or should. Every additional attraction, therefore, should be offered, and one of these is a club library.

Has any other club attempted the experiment of a club library and if so, what has been your degree of success?

The newest member to join the National Correspondence Club is the Toronto Lip-reading Club. We have twenty-one members now—and I hope three to come, for there are three more large organizations that I have not yet heard from. Is your club or league one of them?

In closing I will leave with you a lovely thought—which was quoted in one of the letters I have received.

When comes Solace? Not from seeing
What is doing, suffering, being,
Not from noting Life's conditions,
Not from heeding Time's monitions:

But in cleaving to the Dream
And in gazing on the Gleam
Whereby gray days golden seem.

Like Merlin—let us follow the Gleam.

THE FRIENDLY LADY.

Washington, D. C.

1601 35th Street N. W.,

I appreciate it when you enclose a self-addressed, stamped envelope in your letters.

ADVANTAGES

After having observed carefully and without prejudice for almost three years the many advantages which the speaking and lip-reading deaf have, I wonder why every deaf person does not put forth a determined effort to learn. The use of signs may make the acquisition of speech and lip-reading more difficult, but the lover of the sign language need not love it any less if he is also able to carry a conversation with people who do not understand the signs. A consuming desire for any accomplishment is a long step toward attaining it.—SUPERINTENDENT PITTINGER, in *The Silent Hoosier*.

More and more fully "the many advantages which the speaking and lip-reading deaf have" are being realized among educators, but the little child, not old enough nor wise enough to see beyond the borders of school life and recognize his need of preparation for social and business intercourse with hearing people, follows the line of least resistance and becomes expert only at that means of communication which he finds necessary among his schoolmates. Let us, therefore, place him, during the years when speech and lip-reading are most easily learned, in an environment where everything will contribute to his advancement in these arts. Then, inevitably seeing the necessity for learning them, he will be much more likely to have the "consuming desire" to do so.

If he wishes, he can easily learn the sign language after he has finished school. Nobody believes that he can easily learn speech and lip-reading then.

If there is no segregated Oral Department in your State school, the children there are not having a real chance to learn speech and lip-reading.

Editorial.

A DAY SCHOOL OF A NEW KIND

Contributed

THE Oral Day School for the Deaf, which is being sponsored by the Women's Municipal Council of Provo, Utah, originated through Mrs. A. Ballinger.

Mrs. Ballinger is the mother of four little girls, two of whom were born deaf. Orthia, the elder, was thirteen years old September 11, 1921; Olive, the younger, was eight September 13, 1921. Both attend the regular schools for the hearing. Orthia is in the eighth grade at the B. Y. U. Training school and Olive is in the third grade at the Maeser School, a public school of Provo.

This has been made possible through their ability to talk and lip-read. They have not been allowed even to come in contact with any one using signs. Having no other means of expression, they have naturally put every effort toward talking. They have always associated with hearing, talking companions and have taken their places in a hearing world naturally and without embarrassment. Their class work has been above the average, making their grades "A" pupils, and with very little extra attention from the teachers. But a great deal of home work is done. This is possible because Mrs. Ballinger understands the oral method and she keeps in constant touch with the teachers. It might be added that all of the teachers have expressed pleasure in their work with these children.

Besides the fact that they are independent and practically normal children, there is the great economical advantage. These two children have not, and will not, cost the state one cent more than its hearing children. Compare this with the amount that is spent at present for the education of the deaf!

This school may be discussed under five divisions:

- (a) Kindergarten
- (b) Corrective work (children using signs)
- (c) Hard of hearing
- (d) Parents' training class
- (e) Teachers' training class.

(a) *Kindergarten*

The deaf child's chance to enter public school at the age of six naturally necessitates starting the work at the very earliest age possible. In fact, its training should begin as soon as its deafness is discovered, and never later than four years of age. This also gives the voice a greater chance to be natural, as every year that the vocal organs lie dormant makes it that much more difficult to get a good, clear voice. A child starting its lip-reading and speech work at the age of four, should be able to enter the public school at the age of six, and not older than eight for the ones who are slow.

The kindergarten is where the foundation of the child's whole life is laid. Here they will get phonics, and by the end of two years should have a speaking vocabulary sufficient to enable them to enter public school.

(b) *Corrective Work*

This is the most difficult class of all. The Council now have two children who have been allowed to use signs. Regardless of the fact that they have been receiving instruction by the oral method, one for six years and the other for three, neither of them can talk enough to take the first grade work in public school. This condition is due to the fact that they have been using signs, and as it is by far the easier method, they haven't tried to use speech except in class work or when compelled to do so, either by teachers or guardians. It is impossible for either of them to make himself understood by speech alone. These boys are not below the average mentally, but signs have taken the place of speech to such an extent that it is going to be very difficult to do away with them. These children are not allowed to come in contact with the other pupils of the school.

(c) *Hard of Hearing*

There are a great number of children in the public school system who are not deaf enough to be eligible to the state

school for the deaf but whose hearing is so defective that it is impossible for them to grasp the instruction given by the teacher, with the result that they do not make their grades. Their being retarded means a great deal of expense to the state. A course of lip-reading would enable these children to get from their teachers' lips the instruction it had been impossible for them to get through hearing. This class should be arranged so as not to interfere greatly with the regular school work, necessitating about an hour each day.

(d) *Parents' Training Class*

This class is of great importance. The parents should understand this method. Not only parents of children of school age but also those with little deaf babies. The mother should know how to talk and play with the baby and know how to keep its voice active. Especially should the parents of children in the school understand what the teachers are doing. As this work should go on continually, every thought and act of the child should be directed toward lip-reading and speech. It is just as easy to teach the child to watch the lips as to watch the hands, and as the child is with the parents the greater part of the time, they should know how to do their part of the work correctly and in harmony with the teachers. Again, after the child is ready for public school, its progress will greatly depend upon the help it receives in the home.

A wonderful feature of this school is its being a day school. Instead of the child being away from its parents the greater part of the time, it will be nearer to them and a bond of love and understanding and unbounded joy will result from this united work. The pride and satisfaction both of parents and child is unequalled when they know there is very little difference between their little deaf child and its hearing companions.

(e) *Teachers' Training Class*

This course would give teachers an opportunity to study this method. We realize it will be extremely difficult for all parents to leave their homes to take this work. After the child is ready for public school, its parents are sometimes not capable of giving it the required home

work. Even with the work at home, if the state were able to supply a teacher who also understood the method, the child's progress would be more certain.

This teacher would no doubt be paid a higher salary for her services, but it would be very small compared with the cost of having the child in a state institution.

It is our sincere belief that if a school of this kind could come under the direction of the State it would take the place entirely of the State institution as far as deaf children of good, natural intellect were concerned.

The Women's Municipal Council are doing all in their power to give the little deaf children this opportunity, but they are not financially able to conduct such a school free of charge, although they know that it is the child's right to receive this without having to pay tuition. The fact that they are compelled to charge is making it impossible for some parents who otherwise would be glad to bring their little ones to the school.

The question will be asked, "Can't this be adopted in our State school for the deaf?" Positively, no. The children there use signs; they have always used signs and always will use them for the simple reason that no teacher, however competent, can teach a new pupil lip-reading and speech rapidly enough so that it can immediately express all its thoughts. Every child on the playground will teach it signs in a very short time. It is safe to say that every sign a child learns, robs it of at least ten spoken words. The only hope of this school's being a success is to have it entirely free of signs. There is a great question of even trying to do the corrective work for this very reason. The two pupils we now have are doing private work and shall continue to do so.

The Council sincerely hopes that it has made its plans clear and will be more than glad to demonstrate or discuss further any questions that may arise.

SPEECH CORRECTION COURSE

Mrs. May Kirk Scripture is not giving courses in the Correction of Speech Defects at Columbia University this summer, but instead will give two such courses at Tulane University, New Orleans, La., from June 12 to July 27.

THE INSTITUTE FOR THE INSTRUCTION OF THE DEAF IN WARSAW (Poland)

BY ALEXANDER ZEBROWSKI, M.D.

THERE are many important historical dates in the history of the United States which are not less important for the history of Poland. The year 1776, for example, opening a new era for the United States, was practically the last year of the political independence of the once powerful and mighty republic of Poland. The year of 1861-65 saw the Civil War in the United States which definitely consolidated and unified the greatest union in the history of the world. These same years were of a great deal of importance for thousands of Poles who died in the last insurrection (1861-64) against the rule of the Czars. I could cite some more historical events of great importance to both the United States and Poland but now I will limit myself to only one important event. That is the year of the opening of the first school for the deaf in the New World—April 15, 1817, which strictly corresponds with the opening of the first institution for teaching of deaf-mutes in Warsaw, the capital of Poland (October 23, 1817). It is to be emphasized that in both countries the starting of the education of the deaf is to be credited to private initiative.

Poland has had her Gallaudet and her Cogswell. There are two men who forever will live in the souls of Polish deaf-mutes: Reverend Falkowski, a clergyman, and Siestrzynski, a physician. These two men were the pioneers in the care of the deaf in Poland. Until that time *"thousands had lived and died in mental darkness. The native intelligence existed, but there were no systematic attempts to cultivate and develop it."* (From an address by Edwin Hodgson at the Centennial Celebration of American School for the Deaf at Hartford, Conn., July 4, 1917.)

Reverend Falkowski as early as 1802 became interested in deaf-mutes. At that time he preached in a small town in northern Poland and happened to meet a deaf boy named Gonsowski. The boy was very talented and soon learned to

read the lips. He was taught so well by this method that he successfully took examinations with his fellow students of normal hearing. It must be borne in mind that Reverend Falkowski at that time was autodidactic. Encouraged by his first success, he went to Berlin and Vienna, to study the methods of teaching then in vogue in those cities. In Vienna Reverend Falkowski met a young physician, Dr. Siestrzynski, an enthusiast, who at that time was preparing a paper about the theory and mechanism of speech. Animated with the same ideas, the men quickly became friends and dedicated themselves wholly to the cause of the deaf. Siestrzynski was a man with a practical spirit. He decided to teach the deaf-mutes in Poland the art of lithography. To learn that art he went on foot from Vienna to Munich, where lithography was then at its highest development. Meanwhile Reverend Falkowski visited nearly all the schools for the deaf in Austria and Germany, became a Ph.D. at the Polish University in Gracow and returned to his old home. In October, 1817, the first small school for the deaf, with nine pupils, was opened in the city of Warsaw and Reverend Falkowski was its first teacher. In December of the same year, Dr. Siestrzynski returned by foot from Munich to take part in the teaching. Dr. Siestrzynski was an ardent adherent to the oral method of teaching and in this was somewhat opposed by Reverend Falkowski, who advocated the gesture and hand alphabet, which was learned while abroad. Siestrzynski remained as a teacher in Warsaw for several years, introducing the teaching of lithography and various other useful things. He made many excursions on foot through the hills of southern Poland searching for lithographic stones. Several years later he resigned, enlisting in the Polish Army and finally died from typhus fever as a military surgeon in his thirty-sixth year of age.

In 1826 the Warsaw Institute had

sixty pupils, both boys and girls. Reverend Falkowski was a man of great energy and administrative talent and served as principal. Through his endeavors a special building was erected in 1826, in which the institution is still lodged. He died in 1848, being until his last days in close connection with the institution.

In contrast to the rapid and splendid development of the institutions for the deaf in this country, the humble institute in Warsaw was for a long time the only school for the deaf in all of Poland. In the year 1831 the second institution for the deaf was established in Lemberg (eastern Poland). Today, there are in entire Poland five institutions for the deaf, where there ought to be at least forty. We have here a striking example of the influence of the political affairs upon the life of a nation as a whole. Undoubtedly, the start of the care for the deaf in Poland was allowed to have the best of hopes. There were talented, enthusiastic men as Falkowski, Siestrzynski and many others; there was a general feeling of the necessity to help the deaf, for there were thousands of deaf in Poland. And now Poland with her thirty millions of people has only five institutions, comparatively poorly equipped, while in the United States there are one hundred sixty-three splendid institutions with about fourteen thousand pupils.

It is of interest to trace the further development of the Institute for the Deaf in Warsaw. The successors of Reverend Falkowski were men of ability, energy, and sometimes of great administrative talent. Unfortunately, only one, Reverend Strzygelski, was fond of teaching the deaf. He published a very useful book called *The Method of Practical Teaching of the Polish Language for the Deaf*. The other principals were not trained enough in the teaching of deaf-mutes and have had but little influence upon the pedagogical development of the Institution. In 1842 a department for the blind was established and since that time the Institution bears the official name "*The Institute for the Deaf and Blind in Warsaw*." The Russian govern-

ment always has had a close control of the Institution by means of its officials, who have supervised even the smallest detail. However, the instruction, until the year 1896, was given in the Polish language. Then the Russian government decided to change to the Russian language as it had already done in all Polish schools throughout all Poland, beginning with the University of Warsaw and ending with the elementary schools in the smallest country villages. It was a very hard time for the Institution for the Deaf and Blind. The principals, of Russian origin and for the most part physicians, carried on in such a manner that one of them was condemned to four years' imprisonment for a grave misconduct and another spent the Institution's funds so freely that he had to be discharged. Everyone, however, endeavored to abolish the Polish language, which was strictly prohibited everywhere. In 1914, of the one hundred fifty pupils of the Institute, seventy were Russians imported intentionally from the most distant parts of Russia. The thirty-two Russian officials and teachers fled on the approach of the Germans in August, 1915, and they took with them one hundred fifty thousand dollars (three hundred thousand rubles), the entire capital of the Institution, which has not been repaid and probably never will be.

During the German occupation of Poland, the Institute for the Deaf and Blind was kept alive by the city authorities. Without money, without any temporary support from the German government, it could exist because of the sacrifice of its Polish teachers who loyally performed their duty in these hard days of 1915-1918. However, the pupils decreased to seventy-four deaf and seven blind. The yearly budget of the entire Institution was sixty-nine thousand German marks, of which fifty-four thousand marks was paid by the city of Warsaw, a very small sum in comparison with the needs of the Institution. Nevertheless, the work was continued. Since November, 1918, the Polish government has assumed control of the Institution, and now the number of pupils is continu-

ally on the increase. During 1921 more than two hundred pupils attended.

The Polish government is financially exhausted and therefore is unable to build the badly needed institutions for the instruction of the deaf and blind. However, the government has now offered to the Warsaw Institution a wonderful spot on the shore of the Vistula River, where a large, new institution for the deaf will be built as soon as funds become available.

MRS. ISABELLA CHENAULT

ARGO

THE news of Mrs. Argo's death brought more than the usual feeling of sadness to the profession at large, as it seemed but so recently that our sympathies had gone out to the Colorado School in the passing of Dr. Argo, and but little before that, in the deaths of the two sons of Dr. and Mrs. Argo. To us, who are not given to understand the thoughts of the mind that "works in a mysterious way His wonders to perform," it seems an appalling tragedy that such a family should be entirely removed within such a short time.

Mrs. Argo was a Kentuckian by birth, and went to the Kentucky School as a bride. After she had been married for about seven years, Dr. Argo's health began to fail and he was advised to go to Colorado. It was at this time that Mrs. Argo showed the splendid courage that was so characteristic of her later life. She took the training to teach the deaf at the Kentucky School, and taught there for one year. She then followed her husband to Colorado Springs, and stayed there for three years. It was discovered, however, that the health of her son, Robert, was becoming affected by that climate, and she returned to the Kentucky School with her two boys and taught there for two more years. After her return to Colorado, she held the positions of teacher, matron, assistant superintendent, and—after Dr. Argo's death—superintendent.

The Kentucky Standard says: "Dr. and Mrs. Argo have left their impress on the schools of two States and helped to shape the educational policy of the profession in the nation. Tributes of respect

and affection will be paid by colleagues who labored with them, or knew of them, but the grief that will endure longest will be that of the deaf for whom they did so much, and to whom they gave the supreme gift of sympathy and friendship."

The Lone Star pays the following tribute to the memory of these two great educators: "Among all the men and women noted for their work among the deaf, few in this country have accomplished greater things than Dr. and Mrs. Argo. Their visible monument is the great Colorado School for the Deaf, while a memorial still greater and more lasting than any that even their capable hands could build, exists in the hearts and lives of hundreds of deaf men and women, boys and girls, who through their teaching and example have been helped to higher and nobler living."—*Contributed.*

ESTABLISHMENT OF THE "HARD OF HEARING SCHOOL" IN COPENHAGEN

The Volta Bureau recently received, through the kindness of Miss Louise I. Morgenstern, a reprint written by Dr. Carl Mailand of Copenhagen, Denmark, on "Measures for the Relief of 'Hard of Hearing' School Children." We should like to reprint the entire article, for we feel that it would be of interest and value to our readers, in view of the recent growth of the movement for the conservation of hearing in the schools for the deaf in this country, but space is not available.

Dr. Mailand presented to the school board of Copenhagen the results of researches he had carried on regarding the conditions of the nose, ear and throat in school children, as well as the state of their power of hearing. The statistics he gave were so convincing that the board decided to have the hearing of all public school children tested. This was done, with the result that from 50,000 of the Copenhagen school children, 415 were found who possessed "such a small power of hearing as would prevent them from following oral teaching." In other words, these 415 children were too deaf to con-

tinue their work satisfactorily in the public school, but their lack of hearing was not sufficient to warrant their attending the school for the deaf.

With about 30 children selected from the 415 whose hearing was defective (it being financially impossible to provide for more than a small group), Mr. Mailand organized the "Hard of Hearing School." This school in time will admit every child who cannot, because of poor hearing, attend public school, while the school for the deaf will receive only such pupils as are not able to follow the teaching in the "Hard of Hearing School."

Until the time when the "Hard of Hearing School" can take care of all the children who should be in that school, it was decided to issue to the public school teachers circulars which, when filled out and returned to Dr. Mailand and his assistants, will be of great value in determining the number of hard of hearing children in the public schools, and the degree of their deafness.

We reprint below a copy of the circular referred to in the previous sentence:

At the beginning of every school year the teacher who is in charge of each class shall put the scholars to a test of hearing according to the annexed indication. The scholars who are thus found to be hard of hearing, should be put down in the column for remarks in the register of the class with an indication like this " $\frac{1}{4}$ ", where the numerator and denominator of the fraction indicate the distance at which the right and the left ears respectively can appreciate whispered speech. This written remark shall follow the child from month to month. Besides this, in the course of the school year teachers will have reason to apply a similar test of hearing on the scholars who show a striking inattention, or who, in the course of the school year, have been left suffering from such diseases as will frequently cause ear ailments (scarlatina, measles, diphtheria). A list of these hard of hearing pupils with an indication of their hearing capacity as well as of their qualifications in the school classes (good, medium, bad, very bad) is to be sent in the month of November, to the School Board. As regards the hard of hearing pupils, who, in the opinion of the teacher, cannot follow the teaching of normal school, a special statement must be sent in with a thorough indication of motives. And then, the schools must take such measures as will give the hard of hearing child the best result he or she can possibly obtain from the teaching. Among such measures are the following: (1) A practical placing of the hard of hearing child in the classroom. Here we ought to remember that the hard of hearing

child will assist his or her impaired hearing by lip-reading the mouth of the speaking person. And so it is not sufficient to place the child near the teacher, but it must also be placed so as to enable it to see the teacher's face in as good a light as possible. Thus the places at the foremost desks near the window will have to be reserved for the hard of hearing children. (2) In explaining a lesson the teacher must make sure that the hard of hearing child has understood the explanation. (3) Where circumstances necessitate such a course, a kind and clever scholar should be placed beside the hard of hearing scholar, and it must be his privilege as well as his duty to assist the latter. (4) Hard of hearing children, who commit errors in such subjects as will claim much work from their power of hearing, ought not to be held responsible for such errors. (5) The teacher should cause the ear disease of the hard of hearing child to be subjected to treatment, partly by sending the child to the school doctor and partly by communicating with the child's home, thus interesting the child's parents in the treatment of the disease. (6) As a normal power of sight is especially important to the hard of hearing children, the teacher ought to send such children to the school doctor in order to have their power of sight examined and if necessary corrected by spectacles.

In applying the hearing test the following points must be specially noted: The test must be carried out in a quiet place. The windows of the room should be closed. Each ear must be tested separately. During the test the child must not see the face of the examiner. The power of hearing is decided upon by the distance at which the child can hear the whispered voice. The latter is produced with the air which is left in the lungs after a deep exhalation. The test is applied thus: RIGHT EAR. The child turns its back to the examiner, blocks its left ear firmly with one finger, so that its right ear is turned towards the examiner. The latter places himself at a distance of six yards from the child, whispering six numbers between twenty-one and twenty-nine, after having called upon him or her to repeat the numbers heard loudly. If the child can perceive and repeat at least three of the numbers, he or she is a normally hearing child. If the child cannot hear three of the whispered six figures the examiner will approach to it, until he finds the distance at which it can hear and repeat three of the figures. This distance is recorded. LEFT EAR. The child remains standing, now blocking up its right ear and turning its head, so as to make the left ear turn towards the examiner; after this the test is applied exactly as mentioned in the examination of the right ear. The distance found is recorded. In cases where the whispered voice cannot be perceived, the above mentioned test is applied in such a way as to let the examiner use his ordinary speech voice, but then it must be stated expressly in the result that the examiner used his ordinary speech voice.

Year	Total schools	Total pupils	Number of pupils taught speech			Percentage of pupils taught speech		
			A	B	C	A	B	C
1893	79	8,304	1,485	2,056	80	54.0	24.8	0.96
1894	82	8,825	4,802	2,280	102	64.4	25.6	1.24
1895	89	9,252	5,084	2,570	149	55.0	27.7	1.61
1896	89	9,554	5,243	2,752	166	54.9	28.8	1.74
1897	95	9,749	5,498	3,466	162	56.4	35.6	1.66
1898	101	10,139	5,817	3,672	116	57.3	36.2	1.14
1899	112	10,087	6,236	4,039	128	61.8	40.5	1.27
1900	115	10,608	6,687	4,538	108	63.0	42.8	1.02
1901	118	11,028	6,988	5,147	73	63.4	46.7	0.66
1902	123	10,952	7,017	4,888	63	64.1	44.6	0.58
1903	128	11,225	7,482	5,433	100	66.7	48.4	0.89
1904	133	11,316	7,601	5,508	154	67.2	48.7	1.36
1905	128	11,344	7,700	5,733	149	67.9	50.5	1.31
1906	132	11,648	7,846	5,645	152	67.4	48.5	1.31
1907	137	11,648	8,040	6,500	148	69.0	55.8	1.27
1908	141	11,990	8,299	6,760	143	69.2	56.4	1.19
1909	144	12,046	8,590	7,238	166	71.3	60.1	1.38
1910	145	12,332	8,868	7,562	134	71.9	61.3	1.09
1911	148	12,588	9,302	8,119	158	73.9	64.5	1.26
1912	154	13,193	9,878	8,661	179	74.9	65.6	1.36
1913	149	13,391	10,070	8,723	135	75.2	65.1	1.00
1914	154	13,299	10,289	9,215	181	77.3	69.3	1.36
1915	155	13,636	10,615	9,498	166	77.8	69.6	1.21
1916	157	13,717	10,668	9,763	152	77.0	71.2	1.11
1917	157	12,792	9,834	8,902	206	76.9	69.6	1.61
1918	160	12,425	10,169	9,087	256	81.8	73.1	2.06
1919	163	13,779	11,238	10,376	287	81.6	75.3	2.03
1920	155	13,633	11,182	10,336	270	81.9	75.7	1.98
1921	158	14,366	11,714	10,450	293	82.2	72.5	2.04

PROGRESS OF SPEECH-TEACHING IN THE UNITED STATES

The above table, compiled by the *Nebraska Journal* from the Tabular Statements of American Schools for the Deaf published annually in the Annals from 1893 to 1922, shows the progress that teaching of speech has made in the United States during the last twenty-nine years. The letter A stands for the number and percentage of pupils taught speech, B for the number and percentage taught wholly or chiefly by the oral method, C for the number and percentage taught wholly or chiefly by the auricular method.

THE DEAF IN AUSTRIA

Garfield Memorial Hospital,

March 21, 1922.

The Editor of THE VOLTA REVIEW:

The Vienna teachers of the deaf desire to express their heartfelt thanks to the American teachers and friends of the deaf who saved them from starvation this last winter. The amount sent averaged ten dollars apiece to forty-nine teachers, but they arranged it among themselves so that the more needy received more than ten dollars and the less needy received less. Most of the money came from teachers and pupils of American schools for the deaf, to whom I appealed directly by letters to the heads of schools; but some money came from friends who read my appeal in THE VOLTA REVIEW, *The Deaf-Mutes Journal*, and *The Silent Worker*. Therefore I am asking these periodicals to publish this letter of thanks.

I have been a patient in this splendid hospital for about three weeks. I am much better now, and I hope to be able to return to my home at Kendall Green in a few days.

Yours faithfully,

EDWARD ALLEN FAY.

The Editor of THE VOLTA REVIEW:

Here is the letter of thanks received from the teachers of one of the Vienna schools. The other letters express gratitude with equal warmth.

Yours faithfully,

(signed) EDWARD ALLEN FAY.

Deaf-Mute Institute,

Speesingerstrasse, 105,

Vienna, 13.

Dear Mr. Allen Fay:

Not having ever calculated nor expected such a magnanimous answer to our letter, we teachers of the Deaf-Mute Institute in Vienna are utterly surprised and deeply moved.

The world looks very sad now, and it doesn't seem that a change for the better will come very soon, but if there is anything left to comfort us, it is the thought that we have not lost everything as long as we have not lost the connection and friendship with our colleagues abroad.

We have received many signs of compassion, many comforting letters from different parts of the world, sometimes emergency help too, and we were always and are still very grateful for it, but the magnanimous gift from the American teachers and friends sent through you, showing the character of special personality and of your special feelings towards us, takes a quite different position amongst them.

There are no words to express our feelings. May God bless you and your colleagues, and may Heaven send you every brightness and happiness for your further path in life.

With best wishes for your sound health, we sign in everlasting thankfulness,

Your devoted,

E. F. BIFFLE;

TH. PESCHKE;

A. G. PUMPHALLY;

AD URBANETZ;

I. SCHOT;

R. BRAUNSTEINER;

JAS. SCHMIDTY;

A. HUMPT.

HELPING THE CAUSE

Twenty-five years ago, or even much less, few people realized that those whose hearing became more or less diminished in adult life had a "cause." It was an inconvenience to be deaf, to be sure, and especially an annoyance to one's associates, but that there was any real reason why it should make one pessimistic, or morbid, or hypersensitive apparently never occurred to the world at large.

With the discovery that lip-reading provided relief for these cases came the beginning of general realization that relief was greatly needed. Today the introspection, depression and discouragement of deafness may be overcome, or sometimes avoided entirely, by the simple expedient of helping others whose condition is similar to, or worse than, one's own. The leagues and clubs in which such work is done are scattered all over this country, and are becoming more general every day.

There are as many ways of helping this cause as there are people to extend the help. Mrs. George L. McAlpin, of New York, has discovered a method all her own. Gifted with poise, ability and experience as a public speaker, having achieved a command of speech reading that makes her deafness all but undiscoverable, and having at her disposal a wonderful collection of photographs largely the result of her own travels and experiments, she has, in addition to raising thousands of dollars for various charitable enterprises, given great enjoyment within the last few months to several organizations for the hard of hearing by an illustrated lecture on California Gardens. Her own lantern, colored slides, and folding screen accompany her. The lecture has been given at the Knickerbacker Studio Club of New York City, the New York League, and the Washington Club, and arrangements are being made for it in Boston and Philadelphia.

Mrs. McAlpin's speech reading is a stimulant to one's own efforts, her clear, "legible" speech an inspiration, and the spirit of interest in the work as a whole which has carried her, not just to one organization, but to one after another, is sure to attract attention to the cause and bring help to it, as well as pleasure to individual groups.

THE TOLEDO CONVENTION

The convention of the American Association for the Hard of Hearing, which is to be held in Toledo, June 12, 13, and 14, promises to be a very interesting one. Some of the papers to be presented are: *The Deafened Man in Business Life*, by Mr. S. W. Childs; *The Colors of the Rainbow*, by Miss Cora Elsie Kinzie; and one of keen interest from Mrs. Robert C. Morris, of Toledo, author of the recent article in the *Woman's Home Companion*, "I'm Hard of Hearing."

The complete program will be announced later. A rough outline follows:

Monday, June 12

9:30 A. M., Hotel Secor:

Address of Welcome, Dr. Thomas Hubbard.

Announcement by Chairman of Committee on Arrangements, Mrs. Dewey.
President's Address, Dr. Wendell C. Phillips.
Roll Call of Constituent Bodies.

Buffet Luncheon at Clubhouse of Toledo League.

2:30 P. M., Hotel Secor:

Scientific Meeting, Program not completed.

Evening, Club House:

"Get Acquainted" Party.

Tuesday, June 13

9:30 A. M. Hotel Secor:

Annual Business Meeting.

Round Table on Organization Experiences.

Afternoon:

Motor trip through Maumee Valley and villages of Perrysburg and Maumee.

Evening:

Dinner to delegates at Woman's Club.

Lip-reading Tournament or other entertainment.

Wednesday, June 14

9:30 A. M. Hotel Secor:

A morning on Social Work. Details to be announced later. Of exceptional interest.

Afternoon:

Not yet filled.

Headquarters, Hotel Secor.

Rooms at hotel, \$2.50 per day, up; at Y. W. C. A., \$1.

It is emphasized that the convention is for *everyone* interested in the problems of acquired deafness, whether deafened or not.

Since the above notice was written, word has come that the Association has changed its name to the American Federation of Organizations for the Hard of Hearing.

PROGRESS IN JAPAN

The pioneer oral school for the deaf children of Japan is working for progress in a way that might well be heeded by some of the schools in this country. In a recent letter to Mr. John D. Wright, its principal says:

"I have an article translated for distribution each month at our Parents' Meeting. The parents have formed an Association, which is a substantial help financially and in other ways. We now have thirty-three pupils. The little chapel has been made into a two-story building with five good classrooms besides the large general room. When our funds were insufficient, the parents helped with 1,000 yen. Mr. Murakami now gives full time with salary. Mrs. Hata goes to the Clarke School next year. This will be a wonderful help."

THE WASHINGTON CLUB

The Speech-Reading Club of Washington has recently had the pleasure of two delightful lectures. On March 8, at the regular monthly meeting of the club, Mrs. George L. McAlpin, of the Knickerbacker Studio Club of Speech-Reading, New York, spoke on "California Gardens." This meeting was held at the Volta Bureau, instead of the Clubroom, so that ample space might be provided and outsiders invited. The appreciation of the public, as well as the Club members, of the splendid lecture and beautiful pictures which accompanied it, was evidenced by the fact that the auditorium was filled to the doors. Mrs. N. Todd Porter, of Montclair, N. J., accompanied Mrs. McAlpin and also made a short talk.

At the social meeting on March 20, Miss Louise Wimsatt, of the District of Columbia School of Lip-Reading, was the speaker in the series of talks on "Interesting People in the work for the Deafened." Miss Wimsatt gave an account of the work of Miss Martha E. Bruhn and Mrs. John E. D. Trask, which was greatly enjoyed by her audience.

THE KNICKERBACKER STUDIO CLUB

Recent delightful lectures enjoyed by the Knickerbacker Studio Club of Speech-Reading, New York, have been: on March 6, "James McNeill Whistler," by Mrs. John E. D. Trask, of the San Francisco School of Lip-Reading; on March 20, "O. Henry," by Miss Betty Campbell Wright, of the Kinzie School of Speech-Reading, Philadelphia; and, more recently, "California Gardens," by Mrs. George L. McAlpin, of New York and California.

The club has become a constituent body of the American Federation of Organizations for the Hard of Hearing, and expects to have several delegates present at the annual meeting in Toledo.

HARD OF HEARING SUNDAY SCHOOL CLASS

The *Houston Times* (Texas) of March 3 gives an interesting account of the Sunday School class which has just been organized for the hard of hearing in that city. It says in part:

"Miss Laura Davies is the teacher of a Sunday School class for the 'hard of hearing' at the South End Christian Church.

"While the class is to be held at a Christian church, Miss Davies and other members of the class desire it to be known that the class is and will be kept strictly non-denominational.

"Members of the new class on arriving at the church will go directly to their own class room, where they will be 'at home,' and not have to assemble in the auditorium for the opening exercises with the other classes.

"Church telephones for their use, if any desire to stay and hear the sermon after Sunday School, will be installed as soon as possible. These instruments have been used successfully in Eastern cities. They are connected

with a transmitter near the speaker, enabling anyone hard of hearing to sit in the audience and enjoy an address which would otherwise be inaudible to them. The 'receiver' has an adjustable rheostat with which the voice can be intensified or diminished to suit any individual's need.

"It was in the Hard of Hearing Club of Houston that the Bible class was first suggested. This club, with the purposes of furthering the interests in every possible way of those unable to hear well, was organized four months ago. It meets every Thursday afternoon in the Y. M. C. A. club rooms."

In addressing the Sunday School relative to the organization of the class, Miss Davies said:

"I am glad of an opportunity to publicly thank your superintendent and those of your members who have taken such an interest in the deaf and hard of hearing people of Houston and have given us an opportunity to have a Bible class here in your school. So far as I know, yours is the first church in the city to make such recognition of our needs, and we are most grateful.

"Mr. F. P. Sterling is investigating church ear phones and, if his investigation proves them satisfactory he has kindly promised to install them here for our benefit. With two such attractions, I hope this church will in time become a religious center for the hard of hearing people all over town. From the warm-hearted hospitality which I have received among you, I know that you will do your best to make it so.

"The deaf man or woman needs religious associations. It is quite natural that as deafness grows he drops out of church life just as he does out of social life. More and more as the years go by, he learns to live within himself, shut in from people, things and outside interests. But too much introspection is unhealthy. It has a tendency to produce morbidness, over-sensitiveness and self-pity—and self-pity is the most weakening as well as the most abominable of all the sins of the deaf.

"The coming of deafness either gradually or suddenly is more or less of a crisis in every life. It causes an upheaval in the individual consciousness very similar to that caused by the World War in the national consciousness and it must be followed by a period of adjustment or reconstruction, and this period of adjustment is long or short according to the individual's adaptability. Sometimes reconstruction includes the financial and industrial side. It is said that 'thirty-seven per cent of those deafened in adult life find it necessary to change their occupations.' Important as this phase is, the viewpoint is far more important to the happiness, the success, and the usefulness of the individual.

"We have a club of deaf people here in town, and the purpose of that club is to help each other in the process of readjustment. One line of our work is social. A member said to me last week, 'I've had more real en-

joyment since we started this club than I ever had in my life since I was six years old and went to little-girl parties.' Another member when asked if she was going to the next club meeting replied, 'Of course, I can't bear to miss a single one of them.' That's what this little bit of social life means to us, and, because it does mean so much to us, we want to share with every other deaf person in town these joys we find in being deaf.

"Our own lip-reading classes are our attempt to help each other to more readily understand conversation. We have a class in the city night school with an enrollment of twenty. We practice, practice, practice wherever and whenever we are together. Lip-reading is one of the most valuable crutches—to the slightly deaf as well as to those who hear no sound at all. One of the best lip-readers in the club is totally deaf, and we find it almost as easy to talk to her as to anyone with perfect hearing. We are not all so skillful but we all find our crutch an indispensable aid.

"The activities here in your church are our first attempt to help each other spiritually. The success of this work lies in the future, but we shall begin it with confidence.

"In time, as need may arise, we hope to branch out into other lines of activity—employment, industrial and welfare work, and perhaps other things. But just now our desire is to get in touch with more of the hard of hearing people of the city and you can help us by telling your friends what we are doing. In behalf of all the deaf people of Houston, let me again thank you for your interest and your help."

SYRACUSE SPEECH-READING SOCIETY

Mrs. James G. Tracy, vice-president of the Syracuse Speech-Reading Society, opened her home at 107 Sedgwick Drive for a reception in honor of Miss Annetta W. Peck of New York. The reception committee, Mr. and Mrs. J. G. Tracy and Miss Elizabeth G. De Lany, introduced Miss Peck to about one hundred guests interested in the cause of the hard of hearing.

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On May second, Miss Mary B. Cooper, the president, will open her home for a card party and song fest.—*Contributed.*

FOR HARD OF HEARING CHILDREN IN TORONTO

A step forward has been taken by the city of Toronto, which has recently established classes in lip-reading for the hard of hearing children in its public schools. Miss Imogen B. Palen, formerly of the School for the Deaf at Belleville, Ontario, is in charge of the work, and classes will be carried on in more than twenty of the schools of Toronto.

THE ANNUAL BEE OF THE NITCHIE SCHOOL

For some years the Nitchie School of Lip-Reading, New York, has had an annual contest in lip-reading. Until last year these contests were always conducted in written form, but the oral contest now in vogue has proved more interesting, and has added greatly to the keenness of the spirit of competition. The school does not believe that a contest of this sort is a real proof that the winner is the best lip-reader of a group, because "many of our very best lip-readers become nervous and go down on the very first question given them." However, the great enthusiasm aroused promotes the desire to become an expert.

Two contests were held, one general, in which Mr. Edward Rohdenberg won first prize and Mrs. George Esselman second; and one a special contest for the ex-service men, sixteen of whom are students at the Nitchie School. Ten took part in the contest, most of them being beginners who had had an average of twelve lessons. One of them, a foreigner with only a slight knowledge of English, stood up remarkably well and received great applause. Mr. Kenneth Thompson finally carried away the prize.

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MOTHERS' MEETING AT KENDALL GREEN

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"We feel the need of more coöperation. We are all dealing with the deaf child. He is a problem to you, as many of you have told us. In a different way he is a problem to us. We believe that a great deal of mutual help can be obtained by a get-together meeting in which we can take up seriously some of the questions that are of special concern to us all."

AS TO ADVERTISING

One of our professional magazines carries a half-page advertisement of a teacher of voice culture who "guarantees to those born deaf, normal speech, modulation, true pitch, resonance, distinct articulation." If she is able, as she claims, to achieve all this with any, or even only a considerable number of, so-called deaf-mutes, no efforts should be spared to make arrangements that her methods become the common property of all schools for the deaf. Such a boon to the deaf in general should not be allowed to remain a secret, protected by a patent or a copyright. The Volta Bureau or some other body interested in the betterment of speech for the deaf might, with perfect propriety, inquire into the merits of the case, and upon the publication of its findings, favorable or otherwise, such steps should be taken as seem advisable.—T. B., in the *Nebraska Journal*.

EDITOR'S NOTE: The advertiser referred to above, Madame Margarete Pasquan, says: "I stand ready and willing to fully demonstrate the worth of my teaching method to the full satisfaction of the profession and of all concerned."

TO WHOM DO YOU OWE IT?

"To whom or what do you owe your opportunity to draw a salary at this school?" has brought forth many answers.

One has said, "I owe the opportunity to my father, because he made it possible for me to get my education which fitted me for my work."

Another, "I owe it to the State of Illinois because the State maintains the school."

Some gave the credit to certain individuals who had recommended them for positions. Others thank circumstances for the opportunity. A few have named the tax payers.

There is much merit in each of these answers.

Is it not true that the traveling public pays the passenger trainmen's salaries? The subscribers to the telephones pay the telephone company's employees every cent of their wages. The same is true of each and every public utility.

My idea is that if you were ever so well fitted for your work, and the tax payers through the State government were willing to have this school and you had the highest kind of political "pull," you would not be drawing salary if there were no deaf children to be educated.

So it is perfectly plain that we owe this opportunity to the children of this school. Let us not forget that. Let us have that in mind when their childish conduct has worn our nerves to an edge. Let us not forget it when we most despair of attaining results in our instruction. We should bear this in mind when a little extra work is necessary in order to make them more happy and contented. In dealing with each child we must remember

that that child needs just what we are paid to give it.

Their welfare, happiness, contentment, comfort and physical improvement must be our first thought every minute of our duty hours, and it will hurt nothing for each of us to give some of our off-duty thoughts to the same end.

—SUPERINTENDENT O. C. SMITH,
in the *Illinois Advance*.

THE ANNUAL DINNER OF THE NITCHIE SCHOOL ASSOCIATION

It is the custom of the alumni of the Nitchie School to have an annual dinner. This year it was held on February 16, at "Mary Elizabeth's" on the corner of Fifth Avenue and 36th Street, and there was an attendance of ninety-two.

The food was delicious, the service good, the rooms attractive, and the reunion was voted in many ways the happiest ever held.

A new plan is tried each year, to add variety to the banquets. This year each table (seating eight persons) was numbered, and the places at each table were numbered from one to eight. The four persons seated at the plates with the even numbers progressed to the next table after each course. The plan proved a great success. As one who did it said afterwards, "It really was fun. I thought at first that it would prove a nuisance, but I made such pleasant new acquaintances and renewed so many old ones that I was delighted."

TEACHING THE HARD OF HEARING

Writing under the above caption, Pattie Thomason, in *The Deaf Carolinian*, tells of what the North Carolina School for the Deaf is doing for the partially deaf, as well as the totally deaf, children under its care. Miss Thomason concludes with the following food for thought:

"This work with hard of hearing children is becoming more and more a special problem in our work with the deaf. We do not feel that it is to the best advantage of such children to be put into an institution for the deaf. The needs of the congenitally deaf child and those of the child with inadequate hearing, with no defect in speech, are not identical, and no school should be expected to educate them together. We in this country are just beginning to form separate classes in some of our leading large cities. As yet, no State has taken up the problem of the hard of hearing. Can't North Carolina be a leader in this?"

THE "FEDERATION"—NOT THE "ASSOCIATION"

Because of confusion with the American Association to Promote the Teaching of Speech to the Deaf, the American Association for the Hard of Hearing has changed its name to the American Federation of Organizations for the Hard of Hearing. The new name will be used at the Toledo convention. ●

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to appreciate the fact that the rough road is in fact the happiest road—because it does not always continue rough, unless we will it.

"I believe that Christ's yoke is easy," says Professor Drummond. "Christ's yoke is just His way of taking life. And I believe it is an easier way than any other. I believe it is a happier way than any other."

Certain it is that every loss appears to bring with it a gain, so much so, in fact, that it is often impossible to make a distinction between our misfortunes and our blessings! The trouble comes in the false notion that we are competent to judge. We spend so much time grieving over the penny we have lost that we fail to see the five-dollar gold piece in our pathway.

Kites rise against the wind, not with it, you know, and a little touch of adversity—if only we have the courage and faith to view it properly—often opens the way to better things and to a keener appreciation of life.

Until adversity knocked at his door,
He never knew how bare
The uneventful days of those
Who have but want and care.

Until sorrow lingered at his hearth,
He never knew the night
Through which the troubled soul must face
To gain the morning light.

Until suffering had sought his house
He never knew what dread
May wrestle with, nor what grim fears
Of agony are bred.

And yet until these unbidden guests
Had taught him to possess
A clearer sight, he never knew
The heights of happiness.

It is astonishingly easy for one to adapt himself to new conditions if he tries sincerely. The impossible is rendered simple! This point is cleverly illustrated in a little story which a friend from Georgia sends me. It concerns a man who had suffered a severe physical breakdown. When he was able to get about again, he was told by a noted specialist that his lungs were seriously affected and that if he wanted to live, he must get an outdoor job. Another equally famous specialist assured him that his feet and

legs were so badly affected by rheumatism that if he wished to prolong his life it was absolutely imperative that he stay indoors most of the time. Now, that was a real situation! What happened? Why, the man secured a position with one of the large window-washing concerns. And, as my friend writes, "When I see him now, sitting comfortably on a window sill, with his feet dangling inside, nice and warm, his body in the open, and his lungs full of fresh air it dawns upon me that nobody on earth has anything to kick about if he just gets the right viewpoint."

The thing that makes it so difficult for many handicapped persons to work out their economic salvation is the fact that they want what they want when they want it—and they don't intend to be satisfied with what they can get. A window-washer's position would, therefore, be ranked several degrees below starvation. But his story will serve as an illustration of the simplicity with which most problems can be solved.

I firmly believe that when we fail we do so not because of physical handicaps, but by reason of a lack of faith. Men are not born equal. But in each there is sufficient for his needs. Our weakness lies in our inability to trust—not the trust that sits down and waits for something to be handed to us on a silver platter, but the trust that makes one willing to do the best he can with the means at hand in the firm belief that if he does this he will find happiness and contentment. "It is not doing the thing we like to do, but liking the thing we have to do that makes life blessed."

The great danger we have to fight against is despondency, discouragement, and all forms of wrong thinking. We need to realize acutely that it is no mere figure of speech to say that "As man thinketh so he is." William James tells us that all mental states are followed by bodily activity of some sort. "There is no sort of consciousness whatever, be it sensation, feeling or idea, which does not directly and of itself tend to discharge into some motor effect." All psychological research confirms this.

Only recently, experiments at the Washington laboratory of psychology proved

THE VOLTA REVIEW

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"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—Bacon.

Volume 24

JUNE, 1922

Number 6

PRIMARILY THE STORY OF A WORM

BY JOHN A. FERRALL

A FAMOUS old story tells of a dyspeptic who, after long years of misery, one day apostrophized his stomach in this manner: "I have humored you for many years. I have coaxed you, coddled you, petted you. I have gone hungry to please you. I have swallowed bad-tasting medicines on your account. I have been your servant—but now I am through. From this time on, I will eat what I please and drink what I please. If you protest, I shall ignore you. Hereafter you are the servant and I am the master. Now, make the best of that!"

According to the story, this brave man's stomach was so thoroughly cowed by his words that it never again caused him any trouble.

It is a pity that we haven't the courage to face all our troubles and afflictions in this spirit. If we could, most of them would take flight immediately—and all of them eventually. Things are not often as bad as they seem, nor, paradoxically as it may sound, do we actually attach the importance to them that our actions and words might indicate. It is just a little habit of folks to exaggerate afflictions and troubles. As the editor of *Collier's* recently put it: "We are sick only about one week in each year and perfectly well the other fifty-one, a balance of over fifty to one in our favor. And yet we whine and sing mournfully about life being a vale of tears, and think we mean it."

The world may be a vale of tears, but it is not often that you meet a person who is at all eager to leave it. When we sit down and try to strike a balance we

are pretty apt to find that we have overlooked quite a few blessings in mourning over the afflictions. It is the average which counts. Unpleasant things impress us so strongly merely because they are unusual. A scandal headline in the newspaper, for example, is no evidence that the world is going to the dogs—or is already there. Quite the contrary! The very fact that it is put into a headline shows that the thing is unusual. We hear more about divorces than happy marriages for the simple reason that happy marriages are rather commonplace. If a man celebrates his golden wedding, he is lucky to get ten lines in the newspapers, but if he elopes with a twenty-one-year-old actress after he is sixty, he can get a whole page!

This seems to be rather departing from the subject, but what I am trying to say is that the world is growing better rather than worse, that the average human being is a pretty good sort after all, and that life, taken as a whole, is really worth living, in spite of its crosses and afflictions.

"Man is born to trouble as the sparks fly upward," remarked a certain patient man—Job. This is true enough, perhaps, but those of us who are familiar with the details of Job's life know that in the long run his afflictions were more than outweighed by his pleasures and happiness, and that he ended his life twice as well off as he had been in his younger days. As is often the case, his happiness and prosperity were the direct results of his afflictions!

All we need, really, is faith. Things do balance themselves. Most of us learn

added his voice to the pleading. Then he called to engineer:

"Come on, Jim," he said, angrily, "the only thing to do is to drag this old—er—lady off the track."

The engineer hesitated. She was such a sweet-faced, albeit determined old lady. And as he hesitated the daughter came into view.

"Take your time about getting on, daughter," called the mother. "I'm going to sit right here until you are safely aboard."

With a gesture of defeat, the conductor turned away and proceeded to help the daughter on the train. Thereupon the old lady rose and calmly made her way to the station platform.

"I guess that'll teach you men something," she called, as the train pulled out.

Persistence! You can just about guess what would have been the result if that old lady had lost her hearing and sympathetic folks came around dolefully pro-

claiming that her life was ruined. She'd show 'em whether it was ruined or not!

And, while on the subject of perseverance, I can think of nothing more appropriate for use in closing this article than a clipping recently sent me by one of the *Review* family. I do not know from what paper she clipped it, but it certainly carries something of a "kick"!

"A man sat under a hickory tree," according to this clipping, "idly watching the doings of a worm. The worm patiently crawled around on the tree for quite a long while, and finally discovered a nut. With infinite labor it proceeded to bore through the hard shell, only to discover that the nut was rotten. Pretty discouraging experience for such a spineless creature as a worm! Nevertheless, it wearily hunted up another nut and began all over again. Down under the tree the man arose and walked off, blushing. This is primarily the story of a worm. Get me?"

SUCCESSFUL DEAF PEOPLE OF TODAY

BY LAURA A. DAVIES

NUMBER 2—RUTH COLBY, PHOTOGRAPHER

KODAKING is a pastime we may all enjoy and one which often leads to something far more substantial, financially, than a pastime. Ruth Colby, who now has a popular studio on Fifth Avenue, New York, started out with a kodak.

She spent much time at her camp in the Maine woods on Lake Umbazookus, and became remarkably successful with her pictures of wild animals, many of which have been published in magazines of outdoor life. This led to her desire to learn portraiture. She says the best way to do this is to go into a good studio as an apprentice. She studied retouching in a Fifth Avenue studio where she was allowed to watch and study all other branches of the work. She read as much as possible on the subject and watched the pictures and methods of other photographers. After a year of this she started out in a small way for herself, taking home portraits, and in two or three years opened her own studio.

Mrs. Colby has been slightly deaf since childhood and for the last ten years almost totally deaf, depending on lip-reading entirely. She considers photography an excellent occupation for a woman whether she is deaf or not but she says, "There is a great nervous strain to the work especially when handled on a large scale and I would not advise one who is deaf to go into it in that way without a partner who could hear, unless one thoroughly understands the difficulties one would have to meet. Deaf people have to accept that fact that they do not always understand correctly and that they have no way of proving that they were not mistaken. Accepting that fact and learning to give in with a good grace simplifies all difficulties. There are some people who have no artistic sense and while they could not take the photographs they could learn one of the many branches of photography—developing, retouching, finishing or printing and in that way secure a salaried position.

Ruth Colby Studio

A HOME PORTRAIT, PROFESSIONAL OUTFIT

Salaries are high for really good work in any of these lines."

In the picture, "A Flashlight of a Flashlight," Mrs. Colby's guide set off the flash showing how the pictures of wild animals are taken. About them she says, "We built a blind where the deer came to feed and set the camera out just at dusk, leaving the lens open, which gives more depth to the picture. Later if the wind was right we took our places behind the blind, a jack light preventing the deer from seeing us. It is very thrilling to catch the light in the eyes long before one can see the deer by the jack light. Sometimes we put the camera in a box with a light on top. The guide carried that and I tiptoed behind him with the flash pan. When the light caught the

eyes we would hold it steadily on them and creep up to photographing distance. The daylight pictures were taken the same way behind a blind. They look very simple but it meant hours and sometimes days of waiting before we secured a picture.

"The Lonely Sentinel" was a long-distance time exposure taken with a telephoto lens at five o'clock in the morning. One can but wonder how he happened to hold that charming pose long enough for a time exposure.

"In the Stillness of the Evening Hour" is a most unusual picture. Mrs. Colby says that the bull and cow moose are rarely seen together and it was only "hunter's luck" that she caught them there, at the close of a long day on the

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Ruth Colby Studio

A FLASHLIGHT OF A FLASHLIGHT

THE
FLASHLIGHT
OF A
FLASHLIGHT

Ruth Colby Studio

A LONELY SENTINEL



Ruth Colby Studio

IN THE STILLNESS OF THE EVENING HOUR

Ruth Colby Studio

THE LADY OF THE LAKE

lake looking for pictures. They had been driven down to the water by the smoke from distant forest fires.

"The Lady of the Lake" was a flash-light on a moonlight night. The lens was left open for the moonlight and the flash taken when the deer came out several hours later.

Her advice to the amateur who wishes to sell prints is: "Study the magazines for the type of photographs they use and when you have anything of that kind send it on approval. Out-door life pictures should go to out-door magazines, garden and home pictures to country-life magazines. If the picture is really unusual they pay very well, but it is usually from one to five dollars a print."

Mrs. Colby has been actively associated with the work of the New York League for the Hard of Hearing, and it was the

difficulty so many seemed to have in finding suitable work that made her think of photography as a business rather than a pastime. She says she has given very little thought to the part deafness has had in her life and thinks that too much is said about "bearing it bravely" and all that sort of thing. "Just because one is deaf is no reason for not living a normal, happy life. Of course there are some things one cannot enjoy, but is there anyone in any walk of life who can enjoy everything or do everything he wishes? Isn't being deaf very much like being in a strange land? You may not understand the language but everything is interesting just the same."

That is the sanest, most practical point of view one can possibly gain. If we cannot all achieve Mrs. Colby's remarkable success as a photographer we can at least adopt her wise viewpoint concerning our common handicap.

TROTTING THE GLOBE

BY LOUISE I. MORGENSTERN

Whom God His richest gift would render,
He sends to roam the far world wide;
To him unfolds Creation's splendor,
In field, stream, dale and mountain side.

—*Old Folklore.*

OF ALL the remedies that lie within the reach of those who bear affliction, sorrow, or suffering of any kind, there are surely few that can equal travel, be it near or far. It is a time-honored remedy, to be sure, but it has not lost its flavor or usefulness through age. To the hard of hearing and deafened, it ought to be the open sesame, notwithstanding the inability to hear "the song of the road." It ought to be the one thing that frees them from their narrow spheres, from their limitations and circumscribed life, and it should prove an antidote for the loneliness, so often complained of. Theirs is also the great, wide, wonderful world, to have and to hold; and if the means for longer trips are not available, there is most often an opportunity to travel nearby.

The city of Washington, D. C., for instance, is a veritable sore-house for those

who cannot hear (not to mention those who have normal hearing). Why any live American should not have visited the Capital and enjoyed bit by bit its many treasures and memorials of the glorious past, and lived through it again the history of his country, is hard to understand. Boston, too, offers a great deal of interest to the sight-seer of the East; and there are numerous places, town or country, worth while visiting in that part of the United States. Out West, the wonderland, California, opens wide its doors to tourists who seek its beauties of nature, be they with hearing or without. And throughout the land, in most of the larger cities, clubhouses welcome the hard of hearing visitor and lend him a helping hand in getting located and entertained. "See America First," by all means—then seek the way across the world.

It is always with a feeling of profound interest and curiosity that I approach a city which I have not seen before. The first impression received of it is often the most lasting one. It is, of course, an im-

pression that lacks the life-giving element of sound; it holds doubly its own, however, and reigns supreme in the kingdom of vision.

The sights of Paris, well-known to most travelers, keep the newcomer breathless and on the go until the shadows have fallen, when darkness ends the day outdoors. Either up the Eiffel Tower he goes, or down this or that tomb, or into this or that church or museum, or out to Versailles and other suburban places of interest; not to forget the shops in the center of the city, which delight particularly the feminine eye with creations of wearing apparel of unusual charm. English is spoken in most of the places with the continental expressiveness of feature and gesture that make reading the lips pretty easy; and in the few places where it is not understood, the thing to do to conceal one's lack of hearing, is to state in a superior way, "*Oh, je ne parle pas Français!*" and walk out.

As yet, there are no leagues for the hard of hearing in France. I tried to interest several people in Paris, who are connected with the instruction of the deaf, in starting something along our lines; but to no avail. Here is a field for an enterprising, influential hard of hearing American, in aiding to organize the work there for the many deafened ex-soldiers, civilians and school-children—a field that ought to be rich in blessings to every one.

Colonel House, on a recent visit, called Vienna, the still throbbing capital of a dead empire, "the Queen of Cities." It is a head, which through the outcome of the war, has been bereft of its body, though not of its life nor its attractions. To me, it is still the home of my childhood, and so, I am afraid, I may not be able to be quite impartial, despite its present failings or drawbacks. The general poverty there is now most appalling, especially among the middle classes of brain workers.

To come from "Amerika" means almost at once to win a place in the hearts of the people, so much has been and is being done there by the various American relief organizations for undernourished children and impoverished

VIENNA. WHERE THE OLD MEETS THE NEW

adults. One can see the Stars and Stripes everywhere, as a sign of the benevolence of the United States. Four hundred thousand children are fed daily in German-Austria by the American Relief Administration—twenty-five million dollars having already been spent for that purpose. At the American Convalescent House for Vienna's Children in Schönbrunn, one is taken through row after row of former barracks for war-wounded soldiers, now crowded with little ones of every age, many of whom are being treated for effects of malnutrition, for rickets, or tuberculosis. The most beloved being in this home is the doctor in charge, who devotes his entire time, day and night, to his charges. In another suburban place the Viennese Children's Milk Relief Fund, organized in New York, maintains a home for children in need of food, air and sunshine. One can watch them romping under the care of trained attendants in the open, playing, singing, or dancing, clad but in overalls, their bodies tanned to a healthy brown. One leaves in a happy, joyous mood, feel-

ing that the world is the better for the men and women who co-operated in giving these little innocent sufferers of the war, the right to live.

Perhaps it was most appropriate that the Women's League for Peace and Freedom should have held its annual meeting in Vienna on this occasion. The delegates had come from every corner of the world, even Japan being represented. I thoroughly appreciated the atmosphere of the meetings, the earnestness of the women of all nations, of friend and former foe alike, that met here on the common ground of womanhood, and pleaded for peace and freedom, against wrongs that the ending of the war had never settled, but enhanced. Some spoke in Italian, some in German, others in English—Jane Addams, U. S. A., in the lead; and though, of course, I could neither hear nor understand a word of what was said from the distant place I occupied, their eloquence, their apparent seriousness in defending the cause of women as the chief sufferers of war—that part of it could not be missed by any one, whether hearing or deaf, whether conversant with the foreign language or not.

In the heart of Vienna, the first precinct, the oldest and most historic part, one roams through streets and squares centuries old, with houses bearing inscriptions or coats-of-arms that reached back to the time when the Turks had invaded and captured the city—then called Vindobona—and had turned medieval St. Stephan's church into a mosquée. Two steeples of the church, called "Heathen Towers," still bear witness to the fact. The population is mainly Catholic, and there are many interesting old churches and relics to be found on every side. In one of the crooked old side streets, in a small public hall, the meetings of Vienna's League for the hard of hearing—"Vox"—are held. The reception there was a most hearty one, and I was also invited to attend a Beethoven concert, given for the hard of hearing with aid of electric ear-phones. The program, hugely enjoyed by the audience, was furnished by a quartette of physicians, well-known for their musical abilities.

VIENNA: AM GRABEN
(St. Stephen's in the Background)

A farm school for deafened boys and girls who have also defects in vision or are mentally not fully developed, was started about a year or more ago on the outskirts of the city, the instructress, a graduate of an agricultural college, being herself one of those in the silence. The young folks were much pleased that I came to visit them, and showed with pride the splendid crop of fruits and vegetables which rewarded their early efforts to till the ground.

Last fall, moreover, the first special classes for hard of hearing school children were organized in Vienna by the city authorities, though want and woe still hold sway; and judging from the efforts that are being put forth by principal and teachers, it ought to become an institution of vast usefulness to children with defective hearing.

Also in Budapest (Hungary), in spite of political chaos still reigning there, the need of social care and education of hard of hearing children and adults has been

realized, and a first movement to aid them was recently started.

To get into Hungary, however, is no small task nowadays. I stood fully five hours in a line (I got up with the sun) that turned around the block at the Hungarian Passport Office in Vienna in order to get a visa for permission to enter. At the railroad station, before boarding the train to Budapest, one was put through the "third degree" as to whether one took out of the country more than the needed amount of Austrian currency, whether one had dutiable goods, or newspapers of revolutionary or monarchistic tendencies, etc. All of which, by the way, reminded me of a story about a famous man who, on paying a visit from France to Germany, when going through rigid custom house examination at the border, remarked that he did not carry the dutiable point laces or edgings in his baggage—that in his head there were points and edges far sharper than the customs officers could ever detect or tax. The train, too, was searched all along the way to Budapest for "Valuta" (currency), smugglers, political refugees, and what not.

On July 4, Independence Day, the Hungarian government arranged a celebration of fraternization and unity between the United States and Hungary, as is: first in the stately parliament building facing the Danube, and later at the foot of the state of George Washington, out in the "Stadtvaldchen," an immense public park, beautifully laid out. The speeches that were held in English and Hungarian seemed to leave nothing to be desired in the way of friendliness and good intentions.

What remains of the Hungarian army appears to suit its own personal taste in the selection and makeup of uniforms. I saw every conceivable variety of military outfits and trappings in the capital, some of them "frightfully beautiful," the men still saluting with the various degrees of deference every minute or so, as they met a superior officer. It looks quite martial to the uninitiated.

Coming out of Hungary, by the way, was about as difficult as getting in. One had to apply two days ahead of time to

get a railroad ticket out of Austria, the train service being now so limited on account of lack of coal. At Passau, the German border, passport and custom house regulations took both attention and breath at the same time. The buildings, erected in times of peace, are inadequate for the crowds of passengers now forced to pass muster, all of whom wish to be first in line, to get the best chance to a seat on returning to the train, I suppose. This may not have been the real reason for the onslaught in each case; somehow or other, I have frequently observed, that even if there is no particular need of hurry, people in a crowd bound to the same goal, all frantically rush forward to get ahead of one another. There seems an irresponsible human instinct at the bottom, rather than anything else.

In Regensburg, Bavaria, I spent five hours sight-seeing while waiting for a train up north. There is not much to be said about the place—the stay was too short—except that the portion of roast goose that was served me for supper in a restaurant, was excellent, as was also a glass of white wine. (United States papers, please do not copy.)

The normal weather in Hamburg is said to be "rain." There was no exception to the rule when I arrived there; in a while, however, it cleared up, and after getting located I called at the Phonetic Laboratory to get an inside view into the workings of speech. Many interesting experiments are being made there by Professor Calzia and his assistants. I was glad of the opportunity to observe a few. Some are yet at an experimental stage, others require more funds for their completion.

Several short excursions by boat took me over the Alster and the Elbe, the latter with its big ship-building plants and dry-docks; to the famous Elbe Tunnel, and another to Blankenese, a summer resort high on the hilltop over the Elbe, two hours distant from the city.

In Hamburg, "Going Home," is to the American in the very air. One can hardly keep from running into every steamship office on the way, to inquire for the date of sailing of the next boat over. It seems to lie in the very nature

of things. Notwithstanding, and instead of returning to Vienna, as first planned, I went on to Berlin. The town is pretty familiar to me from a former visit, it did not, therefore, present many new impressions; still there was and is a good deal to observe and take in, for one accustomed to life in the United States.

The leagues for the hard of hearing, of which there are several here, offer opportunities for study, recreation, and lectures, the latter illustrated by slides or moving pictures, and with the aid of electric ear-phones. For Spring, 1922, a second exhibition for and by the hard of hearing is to be held in Hamburg, the preparations for it being now under way.

At Christmas time, the shops were

gorgeously bedecked with holiday goods, of every description; and in the streets I saw lovely holly and mistletoe, as well as various other beautiful plants for the festive season on sale. It carried one's thoughts far away.

When spring comes and the balm is once more in the air, I may go on the road again, into the new bloom of field and countryside. Perhaps some fellow-sufferers, who have believed that they must remain fettered by their lack of hearing and have resigned themselves to a life of limitations, will get together and break their self-imposed bonds to travel; for now as ever the world belongs to the courageous, and now as ever, *"Where there's a will there's a way."*

THE COMMUNITY HOUSE OF THE CHICAGO LEAGUE FOR THE HARD OF HEARING

EARLY in the year the directors decided that the growth of the Chicago League for the Hard of Hearing made larger quarters necessary, and a suitable house was found and leased for five years, and the League members were organized into teams of ten, each with a captain to raise a House Fund of \$5,000 to insure the success of the new venture.

The Community House was opened March 3, with a large reception, and at the annual meeting, April 15, it was announced that the House Fund was within \$300 of the necessary amount.

The house is a three-story English basement building, with a large yard in the rear which is to be made into a garden. The second floor is used for the League office and clubrooms, and the rooms on the other two floors are rented, giving the League an income from the house and resident members a delightful home. A large room in the basement has been thoroughly equipped as a pool-room and smoking room and is giving much pleasure to the men and has already increased the membership.

The year from April 1, 1921, to March 1, 1922, has been a most active one, as shown by the report of the

executive secretary, Miss Valeria McDermott.

7,113 persons used the League rooms.

2,587 persons attended lip-reading classes.

Lip-reading lessons were given fifteen ex-service men sent to the League by the Federal Board for Vocational Education.

Four scholarships in lip-reading were awarded.

Two scholarship loans were given, enabling one woman to take a year's course of training in arts and crafts at Milwaukee-Downer College, and the other a course in laboratory work at Rush Medical College.

Definite work in the field of Prevention of Deafness has been started. One of the large public schools has been selected for a first experiment. Under the supervision of Dr. Norval Pierce and Dr. John Theobald, with the co-operation of the Chicago Department of Health and Board of Education, a survey of the hearing condition of every child is being made. The result of the findings in this school, in which there are over 1,200 children, will serve as a basis for a constructive program of prevention.

Kaufman and Fabry Co.

COMMUNITY HOUSE OF THE CHICAGO LEAGUE FOR THE HARD OF HEARING



ONE OF THE BEDROOMS, CHICAGO LEAGUE

Aufman and Ferry Co

PAYING MY FAMILY DEBTS

BY MARIAN J. ANDERSON

IN THE December number of THE VOLTA, Miss Caroline Ellis suggests that the magazine can fulfill its mission as a "trade magazine" more fully if more teachers make it the medium of an exchange of ideas. This article has caused me some twinges of conscience, for I have enjoyed other teachers' suggestions without giving even such return as may have been in my power.

I have profited much from Mrs. Trask's practise class suggestions, for instance—they have given me material which my class has so thoroughly enjoyed without the trouble of looking up material of my own. Miss Kenfield's idea in regard to homophenous words, in a recent number of the magazine, seemed good to me and I tried it out within a few days of the receipt of the magazine. And I am indebted to Mrs. Nathan Todd Porter for several delightful class programs. She offered to send postcards collected from her travels to any teacher who sent for them. On each was written a full description; I put a large map on the wall and we started on a journey—the descriptions on the cards, previous consultation of histories and Stoddard's lectures provided abundant material, and these led to personal reminiscences from a number of the travelled members of the class—and every teacher knows the spontaneity and "go" these impromptu contributions give a class.

In connection with this I would say that I have a number of Chinese pictures taken by missionary friends. There are enough to make a good program, I have found, as there are many items of interest written on the back of the pictures, and right now when China is standing out so prominently in the eyes of the world might be a good time for a Chinese program. I will gladly send them to any teacher who will be careful of them and not keep them too long.

I have also been thinking over what ideas I might share and have thought that perhaps several plans I use for slow pupils would give some of you a new in-

spiration. I have had some extreme cases and I know the time "when a feller (teacher) needs a friend" the most, is when confronted by a very analytical pupil, especially when that pupil has gone the rounds of teachers and methods.

I have two ways of reaching these pupils: association-of-ideas stories, and the filling in of missing words in descriptive articles. I am not positive that the last idea is my own, but I think it is, and I have used it more or less for three years.

Some teachers do not give stories at all to the very slow pupils, but start on the movements until some knowledge of them is gained, and then the stories are taken up. This seems gruelling to me and very discouraging; besides, one must get synthesis and intuition started as soon as possible and they can be started in the very first lessons.

An ordinary slow pupil I allow to read the story in the text book before coming for the lesson, to permit the aid of memory; but, in giving the story in my own words, if the pupil persistently tries to twist my words into the words used in the book, I take away the aid of memory entirely. Such a pupil's mind cannot be pried loose from the words he has made up his mind you are going to say, and intuition and synthesis have no possible chance. So I change to the-association-of-ideas stories, which are so very simple, and the clue from one thought to another so great that the demand upon the weak intuitive power is small, but there is no memory and the pupil is stimulated by following right along with something he never has seen before and does not feel that he has failed in the other work where he was allowed to read ahead; on the contrary, he is quite proud. The psychology of this encouragement is not to be scoffed at, please note.

Take the following story of poor Mr. Smith, which is shortened or amplified according to requirements. I tell the pupil I am going to tell him about an accident and that he must be prepared

for whatever would naturally be said; he must think what would be done, who would do it, where the victim would be taken, and so on. Then we start out and when a word is missed, instead of giving it I ask: "Well, what would a policeman call if a man were run down?" Of course the pupil answers "ambulance." "Where would you take a prescription to be filled? Well, that's what I said, of course," and so by a little bullying and pushing the pupil is induced to use his mind to help out his eyes.

ASSOCIATION-OF-IDEAS STORY

One time Mr. Smith was crossing Broadway, when an *automobile* ran over him and *knocked him down*. The automobile went right on, leaving Mr. Smith lying in the street *unconscious*.

A crowd gathered, of course; Mr. Smith was *carried into a drugstore* and the *police-man* on the corner telephoned for an *ambulance*. Mr. Smith was taken to the *hospital* and *examined*. The *doctor* found that Mr. Smith's *arm* was *broken*, *two* of his *ribs* were *broken*, his *left leg* was *fractured*, and his *right hip* was *dislocated*. He was also *injured internally*. The *doctor* *set the broken bones* and told the *nurse* to watch the *patient* carefully.

The next morning Mr. Smith had a *high fever*; his *temperature* was *103 degrees*, and he was *delirious*. The *doctor* did not leave any *medicine*, but he *wrote a prescription* and told the *nurse* to take it to the *drugstore* to have it *filled*. Mr. Smith's *temperature* was so *high* that the *doctor* said he was afraid the *patient* would *die*, but by evening the *fever* was *broken* and he was *out of danger*.

Mr. Smith made a *rapid recovery*. When he was ready to *leave the hospital*, he asked for his *bill*. His *hospital bill* was \$245.00 and his *doctor's bill*, \$75.00 but Mr. Smith was glad to *pay* them, for *during his convalescence* he had fallen in love with his *nurse* and she had promised to marry him as soon as he was *discharged from the hospital*. They were married the day Mr. Smith was discharged and they lived happily ever after.

Sticklers for accuracy may object to some of the points of this story. I suppose a doctor in a hospital would not have to have a prescription sent to a drugstore to be filled, for instance, but accuracy is not our chief aim; the chief aim is to bring together as many naturally associated ideas as possible in strictly colloquial terms.

This story is followed by others on whatever subject I think the pupil may be interested in—we go to church, we plant

a garden, and every step is given in detail, but with a tiny story thread if possible. Proper names and all are given, with no writing, but with a strong clue; the congregation sings: "Come Thou Fount of Every Blessing"; the text is given, a well-known verse being used. I thought I detected a gleam of suppressed amusement in an old farmer's eyes when we were planting a garden so when I came to the questions on the story I asked if he thought my garden would grow. He laughed very heartily and said he feared it would not. This man was an instance of the good results of these stories. I could do nothing at all at first, and he came so far for his lessons that I thought I ought to tell him that I could do nothing for him, but I dreaded to take hope away from him and he seemed confident of gaining results. These stories woke him up immediately and in nine lessons the change was most remarkable. I think this man changed more in a shorter space of time than anyone I have ever known. He was so happy that all the class remarked it and liked to talk with him.

The second method of filling in missing words I seldom use, but think it good. I take a well-written descriptive article usually and copy it, leaving out adjectives, adverbs, etc. Of course the thread of the narrative must be kept and few key words omitted.

People all talk much alike, you know, and familiarity with the usual forms relieves the mind of much unnecessary labor. I tell the pupil to speak the words I have written, writing down the first word that slips off the tongue for the missing word. If the article is well-written, rhythm alone will supply the correct number of syllables in the missing words, if the sentences are spoken and not thought. Indeed so nearly do we all speak alike that it is amazing how nearly the article as filled in by the pupil will tally with the original one. For some reason, we "gain" success but seldom "get" it, and we scrutinize "rigidly," not "closely." Many a foreigner's speech sounds quaint to us but is perfectly correct—he simply is not familiar with our colloquial speech.

This method, while not as direct as the

association-of-ideas stories, tends to lift the burden from the eyes to the mind, and also to relieve the mind somewhat by making the recognition of words subconscious.

For all pupils I advise enlarging the vocabulary deliberately and steadily. It is with this object in view as well as that of developing a higher degree of synthetic power that I have formed the habit of giving a synonym of a key word, instead of the real word, as a clue to the sentence that has not been understood.

Mr. Ferrall had a good idea some time ago to make words "eat out of your hand," as he said, by playing cards—writing words and their pronunciation on one side of the card, and the meaning on the other; turning the cards with the meaning side up, see how many you can correctly pronounce; after going through them that way, turn them over and see how many you can exactly define; play this game until you can go through the pack with either side up without mistake, and then get a new list if you are a persistent mortal. I tried this (though I never reached the second pack stage) and remember that one word on my list, which I thought I had never seen spoken, I recognized that first week, twice, on the lips of members of my own family. They had not just learned the word; I had missed it because I did not know how to pronounce it.

In this connection, I pause to ask if any one can tell me where I can get the game, "Pronounce It"—a card game played like the old game of "Authors."

Improper pronunciation is at the bottom of a large part of not understanding speech. People who have been hard of hearing long, or who became so early, are almost sure to have a small speaking vocabulary and a large reading one, but only the speaking vocabulary helps us to understand the speech of others. So any means of enlarging the vocabulary should be welcomed, and if the method used can be made a competitive one, so much the better, for we are sociable creatures—at least I am. As a friend of mine said: "I just hate to take a bath, it's such a lonesome job."

In our family we have tried a family

game; a council is held, and a list is made of the words each member uses to excess; you will be surprised how easy your family will find the task of making out your list. When a list is prepared, perfectly good synonyms are selected—not long, unusual words, but ordinary words that you are not in the habit of using. Thereafter, for a set time, you are to use the synonym, and if you forget and use the favorite, overworked word and it is noticed, a black mark is put against your name. When the appointed time has expired, the loser stands treat. I stood treat! You will never lose the word you now use too frequently for it is firmly established in your vocabulary, but by this means, you have two words where you had but one before.

Another, and for me the best and easiest, way to enlarge the vocabulary, is to read aloud. I read while the others work—an ideal arrangement—and any mispronounced word is corrected; where there is any uncertainty, the word is looked up. It is strange how one will slip over familiar words, perfectly unconscious that the pronunciation is not positively known, until the test of actually reading aloud calls the fact to one's attention.

The teacher often comes across the very quick pupil who nevertheless has a very hard time indeed for a little while because he never has watched and has no idea of the association of sound and movement. Generally, these are the ones very slightly hard of hearing who have never been forced to watch the speaker. Their difficulty is more temporary than that of the analytical pupil but still the first lessons are very hard for them and anything that will save time and make the burden lighter will be hailed with gratitude. I have these pupils "think speech," take any sentence that comes to mind and think it through, movement for movement; they are not to look at the mouth in the mirror but to think how the mouth must have looked when that sentence was said. This brings a sharper visual impression than mirror practice; they cannot miss the slightest movement if they think the words through this way.

There is no danger of making a pupil

analytical if this practice is confined to those who lack only the association between sound and movement and are otherwise quick; I also recommend it as a means of practice for those who do not have the time or inclination for mirror practice and are too slightly affected to secure practice from ordinary intercourse with people they meet.

Another way that everyone can obtain general familiarity with the looks of words as wholes, is the talking to one's self before the mirror when dressing or doing anything within sight of the glass. A classmate of mine and an expert reader, said this was her only means of practice; she talked to her "best friend" in the glass whenever she had the chance.

I cannot close this list of suggestions without reference to an article of Mr. Ferrall's which I have given to my classes and to practically every pupil I have had; years ago it was published in *THE VOLTA* under the caption: "Trying it on the Dog." The thought is, to ask questions to which you already know the answer, as a means of practice with strangers and to build up the confidence of your friends in your lip-reading ability. I really think republishing this article would benefit many who have not seen the first publication.

I sincerely hope these suggestions may help some teacher or would-be lip-reader; if they fail, please charge it to Miss Ellis, for she brought it all about by her article.

WHAT IS THE MENTAL AGE OF OUR CHILDREN?

BY RUTH C. EMORY*

ONE of the questions most frequently asked by the casual visitors in a class room for the deaf is, "To what grade in public school does this class correspond?" and by the little hard of hearing child sent to us from the public school, "Please, Miss—, what grade am I in now?" Both visitor and child are thinking in terms of public school grades and the explanation which ensues in an endeavor to give to the uninitiated an idea of the struggle a deaf child must make to acquire the language which the hearing child absorbs so unconsciously, leaves the question still unanswered.

At a meeting of the Board of Trustees the question of the advisability of forcing the parents of a sixteen-year-old hard of hearing child to send the child back to school was under consideration. While questioning the teachers as to the child's ability in school and as to her fitness to leave school and cope with the world, one of the members asked the most vital question, "What is the mental age of this child?" If that question had been asked today, instead of several weeks ago, it could have been answered with real figures rather than conjecture, for in the recent intelligence and achievement tests

the child made a score which is usually made by an eleven-year-old hearing child.

The tests used were The Haggerty Intelligence Examinations, Delta 1, designed for Grades 1-3; Delta 2, for Grades 3-9; and the Achievement Examination in Reading, Sigma 1, for Grades 1-3. The directions for giving the tests were rigidly followed. Absolutely no explanation other than that allowed for hearing children was given and the tests were scored in the manner prescribed in the Manual of Directions. Tests were given in five classes, Delta 1 and Sigma 1 to C, D and E classes, and Delta 2 to A and B classes. (The achievement test in reading for this group was still being prepared at the time of ordering the tests will be given later).

In the highest class, nine pupils averaging sixteen and one-half years of age made an average score of 105½ which is 5½ points above the standard score for normal fourteen-year-olds. Individual cases showed much greater ability. Two congenitally deaf children, each seventeen years of age, made scores of 122 and 123 and a fifteen-year-old hard of hearing girl scored 124. These children made scores equal to the standard score for eighth grade public school children. In the next class nine pupils averaging

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fifteen years of age made an average score of 79, which is about the standard score for normal twelve-year-olds. The tests showed remarkable ability in one case which would probably have remained undiscovered, since the child is one of the stolid, unassertive type, who never offers to answer a question or volunteer a statement. She entered school shortly after her tenth birthday, having been left totally deaf by an attack of fever. She was a very indifferent pupil with absolutely no confidence in her ability to read the lips and with apparently no desire to learn. In spite of this, or perhaps because of it, she has become an excellent lip-reader, though still lacking self-confidence. To the amazement of all concerned, this thirteen-year-old girl made a score of 135, which is five points higher than the standard

score for ninth grade public school pupils, while the standard score for thirteen-year-olds is 87.

The results of the Achievement Examination in Reading served a double purpose. They not only helped in measuring the child's reading ability, but emphasized the fact of the average deaf child's inability to follow written directions and the necessity for more intensive work in teaching him to do so.

The results when compared with the standard norms given for public school children give us a fair idea of the mental age of our deaf children in terms of hearing children. And since it is in a hearing world in which they must live, it seems a more conclusive test than to measure them in terms of other deaf children, or by standards modified and doctored to suit a special class of children.

OUR GREATEST NEED IN THE SCHOOLS

FOREWORD: The following impressive article appeared in a recent issue of the *English Teacher of the Deaf*, from which we take the liberty of reprinting it in full. Having been a teacher of deaf children, and having experienced the despair of "labouring on, according to her limited knowledge, without criticism and without help," the editor wishes to endorse, as forcefully as possible, Miss Nevile's plea for making each school "a centre of co-ordinated effort."

By MISS B. NEVILE

WHEN surveying the field of the education of the deaf, an optimist is entitled to justify himself on two grounds.

1. Amongst thoughtful teachers of over ten years' experience there is a growing dissatisfaction with the product of our schools for the deaf. Whatever may be the attractive aspects of the work done in the lower classes (are not the activities of young children, whether hearing or deaf, irresistibly delightful), the boy or girl of sixteen is for the most part very disappointing. His "speech" is a more or less disagreeable jargon, quite unintelligible to ordinary people, and (a far more serious matter) his knowledge of language nowhere approaches that of an adult. Whatever he or she may have acquired during school life in the way of carpentry, cookery, boot-making, physical development, etc. (for which, by the way, no special school is required), the fact remains that our leaving scholar is

without the one thing needful, namely such a knowledge of language as will enable him really to read his newspaper intelligently—really to pursue a reasoned argument—really to continue his education by means of books. We repeat that even a partial recognition of the above fact is ground for optimism.

2. Certain veterans of our profession, not satisfied merely to recognize educational failure, are throwing the whole weight of their knowledge and personalities against the causes of it. We see a determined onslaught on the ignorance of the medical profession, an ignorance which, directly or indirectly, deprives hundreds of children every year of the only sort of help which can be applied to their need and which by Act of Parliament is theirs by right. We see in another direction a well led body of opinion in favour of national classification, and in another the beginning of an attempt to secure a standardised practical training

for every teacher. Are not these grounds for optimism?

We ask ourselves—should the efforts of our leaders in these directions be crowned with success—if the medical profession were so educated that all deaf children came under instruction at or under the age of five, if all teachers received an adequate training, and if decent classification placed every child in that educational environment best suited to his needs, whether the deaf would at the age of sixteen speak intelligibly and really understand and use adult English language. Would they? We say “No.” And why not? Because they are inherently intellectually incapable of it? Not so. I believe the deaf to be intellectually the equal of the hearing. What they lack in some respects is compensated for by tenacity of purpose. Then why not? Because there is a great flaw in the organization of our schools—a great want which has arisen out of purely natural causes—which is no one’s fault but which calls aloud for remedy. It is this. *Our schools are not centres of co-ordinated effort.* Whenever more than one grade of teaching is carried on under one roof it is a *sine qua non* that one person shall be intellectually and morally responsible for the whole.

Is there any other field of associated labor, whether manual, commercial, artistic, or scientific, where the laborers so long as they are enthusiastic, industrious, intelligent and well-trained, work each at his own task in his own way with no directing mind so to direct his efforts, that his work is a distinct and correlative part of the whole? Conceive engineering works in which some hundreds of hands make excellent nuts, screws, axles, etc., to the dimensions which they individually deem advisable. The result will scarcely be an engine.

Conceive a commercial enterprise with travellers overlapping each others’ field of labor and with elaborate disconnected office accounts, meaning, as a whole, nothing at all.

Conceive an orchestra without the detailed control of the conductor who, obedient himself to the letter as well as to his conception of the spirit of the composer’s work, disciplines, controls and

inspires to one artistic end. Without this personal control superb artists would produce nothing but bedlamite noise, and it is probable that the more skill, originality, and good-will possessed by the individual artists, the greater the disaster.

Conceive a scientific enterprise with individual men pursuing each his own field of research without a directing intelligence to collaborate and express the resultant knowledge.

All associated labor must be under the control of one mind.

But we are told with a dreamy stare “Language is not like anything else; it is a natural need of man and he acquires it naturally. Teach the deaf to lip-read, talk *naturally* to a deaf child on such subjects he is *naturally* interested in, and lip-reading *naturally* taking the place of hearing, the deaf child will *naturally* learn language.”

The above is such a hopeless confusion of partial truth and utter falsehood that it is with difficulty one has the patience to combat it. Truly language is a natural need of men, and normal children acquire it naturally, but I deny utterly that there is any natural means of teaching language to the deaf. Perfect hearing is the only natural method of acquiring speech and language. The teaching of language to the deaf, whether by lip-reading or by finger-spelling must ever be, if it is to be successful, a scientific enterprise second to none in the necessity for clear thinking of the task as a whole and detailed co-ordination of the parts. If this be not so, a special Training College for Teachers is not needed and the maintenance of Special Schools is a fraud upon the public.

Here my “Mother’s Method” opponent will probably shift his ground and burst out with half a dozen examples of individual teachers with no special training and certainly of no pretensions to scientific theories, having produced marvellously successful results by devoting themselves to one or two deaf pupils over a period of several years. Exactly. In this case, one directing intelligence was supreme in every detail of language instruction. No lesson was given without the absolute connection between conception of the whole and that interdependence of parts

essential to any scientific enterprise. Small need of even private notes for such teachers working under such conditions.

One man can make a watch or keep a shop or play a sonata or cultivate a garden, or teach a boy, and attain the highest degree of success without divulging his source of inspiration or explaining the details of his technique. He need not and possibly could not, do one or the other. His success should teach us that whenever watches are made, shops are kept, gardens are cultivated, or deaf children are taught by means of associated labor, the same law of success must operate, namely, absolute personal intellectual control of the whole.

The teaching of language to the deaf is a *science* and no scientific enterprise can succeed where the necessarily associated labor is not led and controlled by one master mind. The greater the intellectual value of the different parts of the work, the greater volume of strength of individual work, the more need for this leadership and control.

For the most part, does this control obtain? We see ten, twenty or thirty classes in a school and a teacher in charge of each class. She is "qualified." To whom does she show her weekly notes on lessons? Who advises her as to the most rapid way of dealing with such and such points? Who examines her class before her week by week? Who points out to her the sounds which are in danger of slipping? Who keeps her constantly in touch with the work of the class above and below her own? Who, when she has tried expedients a, b, c for fixing a language principle or getting rid of an articulation difficulty, explains to her out of his much larger experience that there still remain the remedies d, e, f? Who keeps her at work in her allotted area and so saves her from plunging headlong into the abysses of muddle? Who? No one. She labors on, according to her limited knowledge, without criticism and without help. If she be very young or very unimaginative, she remains in a fool's paradise. If she be professionally older and with vision, she is oftentimes in despair. "Not enough supervision" the writer has been told by quite young teachers—rather

remarkable criticism to be made of a Principal by young people. Are not young people naturally disposed to freedom? A teacher of some years' experience says—"I used to beg my headmaster to criticise my work, but he was no help to me." She acknowledged later in the conversation that he could not possibly have had the time, had not had the time for years and had probably quite ceased to be a practical teacher. It is the assistant teachers themselves who are beginning to ask that they should not gain all their experience at the expense of their scholars, that the energy and goodwill which they put into their work should be used in such a way that every lesson they give should be an accredited and definite part of the language scheme of the school; that the children who come into their class should possess exactly such knowledge of certain forms of language as will enable them to receive readily certain other forms and that those language principles which they are taught shall be retained by the teacher of the class above and be used as the foundation on which other principles will be built.

We say that it is the thoughtful assistant teachers of some years' experience who, sick at heart at the total result of the work of the school in which they are engaged, are asking for scientific direction. We shall never get such scientific direction till every eight or ten classes are under the real personal control of one mind.

In what way should such a common sense necessity be established? In a school of over three classes, the Principal should not be responsible for a class and should divide out amongst his staff every bit of school management which it is possible to delegate. The making of an assistant teacher personally responsible for definite pieces of school management such as registers, accounts, medical attendance, games, canteen, manual instruction, and the like, is of the greatest value in the training of teachers. They learn how to be businesslike, accurate, rapid in judgment and execution, and many other things denied to one who is merely a class teacher. In a profession where there are few headships, it is surely good that as many assistant teachers as

possible should be regarded in their own school as people of authority in at least one department of school management.

The Principal, thus relieved from all but confidential reports and interviews and general checking of the whole, would then have time to be where, as "principal teacher," he ought to be—in the classrooms. He should examine every class once a week, either orally or in writing. He should teach through and with each teacher; he should be giving out to his staff every bit of knowledge he possesses. He should be enlarging, by means of his daily practical work, the scope and sum of that knowledge.

In the larger schools it would be clearly impossible for the Principal, even with the most advanced system of delegation of responsibility, to be the *head teacher* (we heartily dislike the term "Supervisor"). There is only one method to be adopted. For every eight or ten classes a teacher must be appointed whose sole duty it would be to conduct the work of his unit and to train and help the staff. *He should remain at this task for many years.* Nothing educates more than a sense of responsibility, and no teacher is a judge of what should be done in the baby room unless he is conversant with and is responsible for every grade of teaching up to the leaving class. Shifting of staff cannot be altogether avoided. Marriage alone, occurring before the acquisition of ten years' experience, prevents numbers of women teachers from maturing in knowledge. Spending more than one year with one grade is another cause of immaturity. We may not be able to prevent these losses to the teacher, but under a skilful head the children would suffer little. We should find before very long that what would appear to be a game in the baby room was really a well thought out means of implanting some language principle necessary to the coherence of a scientific scheme.

We have heard something lately of the efforts made to secure over a certain educational area a coherent scheme of language set out in detail. Much earnest work has been devoted to the elaboration of such a scheme. It is well. It is not well that certain Principals of schools should have met such effort in a mani-

festly unsympathetic manner. The existence, however, of an excellent language scheme would be of small value without the detailed personal direction of one mind.

Teaching language to the deaf is a scientific undertaking, and no scientific undertaking, if it is to be carried out by associated labor, can possibly be successful without one organizing intelligence responsible for the whole.

TRAINING FOR TEACHERS

Mr. E. McK. Goodwin, in *The Deaf Carolinian*, is calling special attention to an advanced course for teachers of the deaf, to be held by the Speech Department of the University of Wisconsin, June 26 to August 4, 1922. "The course," says Mr. Goodwin, "is under the direction of Miss Pauline B. Camp, state supervisor of Wisconsin Schools for the Deaf, the Blind, and Speech Correction. Miss Camp was formerly a teacher in this (the North Carolina) school. The following is the Advanced Course for Teachers of the Deaf:

"Discussions of different methods of teaching speech, speech-reading and language to deaf children; sensory training, training of the visual and kinaesthetic imagery as pre-speech training. Development of speech; gymnastics of the muscles of the speech organs—lips, tongue, soft palate, etc. The Yale Charts, etc. Speech-reading; Language development: A course of study for deaf children from the first to the sixth grade."

"This is the first attempt of any of the big universities to include such a course. This is a recognition of the fact that schools for the deaf are a part of our educational system. I have long hoped to see a closer relation between schools for the normal classes, and schools for the deaf and other special classes.

"We should like to see our own university or any of the other leading colleges of this state include in their course, a special course to meet the needs of teachers of the deaf. I wish many teachers of the deaf, would avail themselves of the course given in the University of Wisconsin during the summer.

"Public school teachers and preparatory school teachers are expected to attend summer schools, to keep abreast of the professional thought in modern education and there has never been a time when the public schools, yes, colleges too, were doing better work, but the same cannot be said of schools for the deaf. Some of the leading superintendents and principals openly assert that the sum total of the work done in schools for the deaf, is not so good as it was ten years ago. Those giving special training for teaching the deaf should be more exacting about the requirements of applicants for such training. Let schools get together on the question of qualifications of teachers and teacher training."

If you have a smile to show,
Show it now;
Make hearts happy, roses grow,
Let the friends around you know
The love you have before they go,
Show it now

—CHARLES M. SKINNER.

MY GOOD FRIENDS:

Some time ago THE VOLTA REVIEW made a request for all the fake hearing instruments that have been imposed upon the readers of the magazine. Quite a few curious and useless devices arrived at the Volta Bureau. However, there must be many more that have been discarded and "cast into oblivion." Do you remember my quoting a letter from a friend who told of his long experience in trying out all manner of instruments—and of how he spent five dollars for a useless little piece of tin with gilt paint on it? It was of no value whatever, so he bored a hole through the middle of it and wore it as a watch charm! I was reminded of this by a letter in answer to one of mine.

You mentioned the exposure of the fake devices and cures. I have one of the pamphlets, and it seems like going through the old family Album to read it. I have heard from them all, but never patronized them. Coffee said he would treat me for \$15 and I would hear fifteen feet after taking—that is one dollar a foot, which would be cheap enough, but I did not take it.

Have you tried out foolish, useless instruments and fake cures? Relentless publicity and prosecution is the only way to wipe out this nefarious trade, which injures so many whom it promises to help. If you have undergone any experience of this sort, will you write and

tell me about it, that other innocent victims may not tumble into the same pit-fall? It isn't a hundred years since the following cure for deafness was recommended. (I am indebted for this newspaper clipping to one of our readers.)

To cure deafness. Bore ten or twelve holes almost through a large onion with a small spike gimlet, fill the holes with rattlesnake grease, roast the onion in a petty pan before the fire until the juice and grease incorporate; then squeeze through a fine cloth and cork it tight in glass vial; drop in ear and cover it on going to bed.

This is from *The First Edition of Healing Art*, by Dr. William Stewart of Bloomfield, Maine, "to which is added all his Improvements and new discoveries from 1812 to 1826. Including his whole System upon Physick and Surgery and a Concise Herbæ." It was published in Saco in 1827. . . . If anyone has ever been cured by the above method I should like to know the full particulars!!!

Have you ever been embarrassed by having a friend tell you that she called and rang the bell for fifteen minutes or tried for a long time to get you on the phone? You knew you were home at that time, but hated to admit it, because you couldn't hear the bell! The members of my family have been locked out, and have been compelled to resort to ladder-climbing and window-breaking to effect an entrance to their own home at unearthly hours of the night, while I innocently slept—or read a book—believing that they had a key! I have longed to find a way out of such a difficulty. The following useful suggestion has been made.

If you live alone and cannot hear the door bell or the phone bell, you will find a flash light placed over the bell or connected to it and where you can best see it—a great help. Try it out.

I was very much interested recently in looking through a book for teaching language to deaf children. It was Book II, *Language Stories and Drills* by Gertrude W. Croker, Mabel K. Jones and M. Evelyn Pratt, teachers in Public School 47, New York City. If I were a teacher I should consider it an invaluable text-book. Each exercise is in story form with a clever silhouette picture by Tony Sarg. The story is followed by drills and exercises arranged to hold the child's interest and yet to instruct him in the *practical* use of language. The loose-leaf form of the book suggests that the pages are given to the children, lesson by lesson, to prevent their "peeking ahead" at the pictures and stories. I wish that I had been taught grammar and language in just such a pleasant and instructive way, when I was a child.

The following was sent in answer to one of the three questions I asked in the January Friendly Corner:

Have I ever been unhappy, apathetic, morose, discouraged because of my deafness and overcome it? Even so, Friendly Lady, those black terms were most fitting in the long years that I spent being sorry for myself; the overcoming part began when I learned—to laugh. Surely "A laugh is worth one hundred groans in any market." I have been hard of hearing since I was five years old. I've been pitied and plagued, petted and shouted at—and left severely alone because I rebelliously resented everything and everybody. I won't weary you with details—you've "been there" yourself—the overcoming, conquering part is what matters. I think it began, in my case, with a big-hearted specialist, who, being powerless to give me back my hearing, in some way managed to give me a clearer vision—a vision of life "so full of a number of things" that the dumbest ears could not take from me unless I willed it so. I was a droopy, sensitive, unattractive girl, and he took the time and trouble in one of his busiest days—just to be friendly.

When, three or four years later, I went to Toronto and took a course in lip-reading, it was not in the attitude of one driven to a last resort, or either, one expecting a miracle—No. 'Twas but another adventure in life—and it proved to be a jolly one. (But of course, John Ferrall, deaf people are twice as smart as the hearing!) I believe those three months when I first came in touch with so many people,

similarly handicapped, marked the second big step ahead. I'm still stepping.

This letter was finished at a later date.

'Twas rather rude of me to drop your letter so abruptly and go a-visiting—but such a delightful visit! One of the nicest things that happened was my tumbling into a perfectly good new lip-reading club! This was The Ottawa Speech-Readers' Club, mentioned in the January number of V. R. Would you care to hear a little more about it?

You see, it's six long months since I left Toronto and our club, and I was downright lonesome for some lip-readers. I had met Miss Roebuck last spring, so took the first opportunity of renewing acquaintance. And speaking about friendliness—and warm welcomes—and *clannishness*! Oh, but it was good to visit with a lip-reader again! Miss Roebuck is the moving spirit behind this new activity that promises to be another center of interest to hard of hearing folks. She is brimful of energy and enthusiasm, and rather a wonderful little lady, to say the least. Enthusiasm is contagious—when club night came I was right there quoting proverbs, giving out sentences containing homophonous words—and making friends with a whole new club-full of friendly people. I wish Miss R. needed a permanent assistant.

So many beautiful little bits of verse have found their way into your corner, and thence into our hearts and treasure books, that I'd like to give you one in return.

I would be true, for there are those who trust me;

I would be pure, for there are those who care;

I would be strong, for there is much to suffer;

I would be brave, for there is much to dare.

I would be friend to all—the foe, the friendless;

I would be giving, and forget the gift;

I would be humble, for I know my weakness;

I would look up and love, and laugh, and lift.

We are all glad to have this comment from Miss Peck, Corresponding Secretary of the American Federation of Organizations for the Hard of Hearing:

I am interested, naturally, in your remarks about convention methods in your last article. Experience shows plainly that many people can and do *read* so as to be followed by lip-readers. All who must read papers should give the careful study to the reading that Miss Ziegler did to the papers from abroad at Boston. She had them ahead, and the result was fine. But hard of hearing people should do their all to follow meetings. Lip-reading is the essential, to be sure, but all who can use either their own or the hearing devices supplied for them

should do so. Both together help a lot. Another thing; just as long as we deafened are content to stay in our own small circle we do not need these efforts. But as soon as we make up our minds to go out into the great world and meet all kinds of people on equal terms we must meet people halfway, and we grow by doing so. Our national association is not for the deafened only, but for all interested in them and their problems, and that brings us right out of the special field and into contact with the world in general. We touch upon questions medical, educational, social (in the broader sense), and therefore we must meet the important persons in those various fields. Consequently, it is good for us to learn how to accept the usual ways of doing things, and we can then adapt these ways to our own needs.

In our annual meetings there will always be people present to address us whose mouths are not particularly lip-readable, but whose interest in the deafened is deep and sincere and who work with us and for us heart and soul. We could not possibly refuse to have them with us just because their mouths are hard.

But, having made my little plea for breadth and tolerance on the part of the deafened, I want to say that I shall do all that a secretary can to emphasize the necessity for as little reading and as much speaking as possible at Toledo; for the kind of reading that lip-readers can follow, and, in short, for the best meeting we have yet had. Do be there!

Please notice the following quotation from a recent letter:

I have written a few articles on lip-reading and its benefits to the hard of hearing, but find great difficulty in getting our newspapers to publish them. They will fill columns of their sheets with trash about Mormons, etc., or any efforts made on behalf of the blind are freely published, but they are *deaf* to the appeals of the *deaf* to spread the news of benefits to their fellow-afflicted citizens.

We are not looking for sympathy or subscriptions, and it is difficult to understand why editors reject news that really concerns quite an appreciable percentage of the population. Since a deaf or partially deaf person who masters speech-reading from the lips brings about a change for the better not only to him or herself, but to his or her family and friends.

What has been your experience in securing newspaper publicity? Have you been ignored or encouraged? Have the write-ups been sensational or have they been written intelligently with an understanding of your purpose and your work? Have you had a hard time in winning their interest—or did you achieve im-

mediate recognition? We are all interested to know of *your* experience.

Yours, for a world-wide understanding of our problems,

THE FRIENDLY LADY.

1601 35th Street,
Washington, D. C.

That self-addressed, stamped envelope is always welcome.

"AS OTHERS SEE US"

BY LAURA A. DAVIES

I know a foolish deaf man,
He's sensitive and vain,
He's always feeling slighted,
And miserable, that's plain.
He makes pretence of hearing,
He nods and tries to smile;
But then he makes such blunders,
Every little while.

There's a pretty little maiden,
In an office here in town,
Who, as a rapid typist,
Has won a wide renown.
She's growing old from nerve strain
Because her deafened ears,
Are always playing tricks on her
Although she says she hears.

I heard about a fellow,
A college boy in fact;
His teachers said an ear phone
Was the only thing he lacked.
But when they urged it on him,
This boy, whose name was Jeff,
Replied in tones of horror,
"The girls would know I'm deaf."

And I have seen a woman,
Who makes some funny slips,
But says she isn't deaf enough
To learn to read the lips.
She hides away from all her friends;
She seldom ventures out;
And, Oh! how she's offended,
If you raise your voice to shout.

They are very, very foolish,
Who take that kind of stand,
Just like a silly ostrich
With his head hid in the sand,
If they'd only face their problem,
If they'd meet it fair and square,
They'd find before they knew it,
It had vanished into air.

Are you a subscriber to THE VOLTA REVIEW? If not, are you doing all you can to promote good speech and speech-reading in your school? THE VOLTA REVIEW is the only speech and speech-reading magazine published and should be in the hands of every oral teacher.—*The Deaf Carolinian*.

TEACHING A CHILD

BY MARGUERITE S. BIRGE

"MAKE these principles so much a part of yourself that you can adapt your material to your pupil and be true to them under any and all conditions."

After months of careful training in the normal course of the Nitchie School, I had come home with my diploma in my bag, that slogan ringing in my ears, and a determination to "make good" with it. Three days later I possessed one pupil, a most delightfully satisfying one, especially from the point of view of a new and scared young teacher. I wish all beginners my good fortune in having an exceptionally quick pupil as their first. But with this limited experience, my feelings are to be imagined, when, perhaps two weeks later, I was confronted with the possibility of teaching a thirteen-year old child!

It was through the personal interest displayed by a teacher of the special classes in our public schools, that I learned of Helen. One day the telephone rang—this teacher introduced herself, and told me of one of her pupils so greatly needing lip-reading.

"How old is she?" I said. "I cannot teach children."

"Oh, you can handle her all right," came back the reassuring answer. "She is thirteen, and in the fifth grade."

I was studying Latin in high school when I was thirteen, and thought myself quite a mature young person. With that remembrance in mind, Helen as a pupil did not seem entirely impossible. The handicap of her deafness could account for her lower school grade.

I went to see Helen. I was in the midst of a most pleasant interview with Helen's mother, when two little girls peeked shyly in at the door, and then, after the manner of children, scampered away.

They were Helen and a friend. I gasped. Only after a struggle was Helen persuaded to come into the room, where sat the new teacher—as panic-stricken as was the child. I was to teach that sweet-faced, shy little girl! She looked to be about nine to me, that day. My

mind flashed back over my months of careful drilling to teach deafened adults, while I gazed at that child, and wondered what connection there was. That problem—"adapt your material to your pupil"—which had seemed rather attractive in the abstract, suddenly loomed overwhelmingly difficult when met in the concrete. Then I recovered from my panic, and started to make friends with Helen. She appeared glad to escape from the room finally, but her fear of the new teacher was gone. That much I had accomplished. I thought matters out, and wrote to Mrs. Nitchie, receiving excellent and frank advice. The thing had been done, but she would not advise it for a teacher lacking knowledge or experience in handling children. In that hour I looked back thankfully to my eight years' experience in Sunday School work with children. There were long sunny afternoons spent under the trees at my home, teaching a backward girl those nearly impossible names of the Bible books. There was that winter when ill health had driven me away from home, and, I had counteracted homesickness by falling in love with the two little boys in the house of my exile. But the fates were kind, and it was not until five months later that I actually began teaching Helen. Five months' experience means a great deal to a new teacher. Moreover, in that time Helen had grown about two inches, and her skirts had gone down about four. I felt no panic at this meeting, merely a desire to go directly to work. So much are we influenced by outward appearances.

The first lesson was difficult. The story went fairly well. I used a simple little story from one of Helen's own books. Then came the movement drill—always difficult for a beginner. I almost had another panic. After a hard struggle with no results, I sent Helen out-doors to gather apples. Later we started afresh and won out! She knew whether it was "pea-heap" or "heap-pea."

At the end of the first lesson I knew I could teach Helen lip-reading, but how

long it would require for her to gain a serviceable knowledge, I was quite unprepared to say. But oh! how I did want her to learn. She was so pretty, so sweet, and so deaf. Her people would not send her away to school—to teach her was my problem, and I must solve it.

The second lesson progressed much better than the first, and matters seemed most encouraging. Then at the third lesson a new difficulty arose. Helen suddenly displayed over-sensitiveness—almost to stubbornness, and refused to let me know whether she understood or not. I, naturally, was obliged to tell her when she was wrong, so she would not form incorrect associations. She suddenly decided to take the safe course of remaining mute, and not risking mistakes. I gave the matter much thought before the next lesson; and the ever-helpful *VOLTA REVIEW* came to my rescue. What that magazine means to a teacher starting alone in a section where lip-reading is almost unheard of, cannot be estimated.

The previous winter I had spent a most delightful morning visiting the Wright Oral School in New York. And here in *THE VOLTA* was an article with pictures of the very children I had seen. So, lesson number four with Helen was preceded by a friendly little talk. I showed her pictures and told her about my seeing these same little deaf children learning lip-reading. They were very little. The teacher said, "Jack, pull down the shade." Jack went and did it, or perhaps he misunderstood and did something else, and then had to watch again and make another try. It had been fascinating. "But, Helen," I said, "it takes so long that way. You are such a big girl. I want to teach you just as we do grown-up people. Instead of doing a thing, you just say you understand, and I can go right on and talk to you some more. We can save so much time, and you can learn in a little while." Helen understood, and after that day gave me her full co-operation. Progress was slow, but satisfactory. The lessons required infinite patience. Always there had to be breaks when her concentration failed. But she would come back from gathering apples, or picking flowers, or just wandering

around the room looking at pictures when the weather put an end to running outdoors, refreshed enough so we could complete the lesson. There was that discouraging period most pupils pass through, when, having made a good start, they seem to stand still for a time. Then there was a sudden picking up and rapid moving forward again. At the sixteenth lesson Helen was really reading the lips, understanding me when she did not know what I was going to say.

At the forty-fifth lesson, when we parted with mutual regret, owing to my change of residence, she was reading lips fairly well. At home in ordinary converse with her mother, where she was entirely free from embarrassment, she understood very well. And this in spite of the fact, that during the entire course, Helen was hampered by ill health and the resultant hindrance to concentration. Could she have come to me well and strong, the results would have been much greater. For material I used that in Section III of Mr. Nitchie's book, without any difficulty. At first I crossed out all words and sentences, the meaning of which I thought Helen might not know. Later, I used the material as it stood, explaining the signification of unfamiliar words, and so enlarging Helen's vocabulary. If a sentence, of which the meaning was difficult, gave trouble, I simply passed it over. The work on movement and practice words proved valuable in helping Helen's pronunciation also. She kept repeating "fell" for "spell" one day, until I realized she always said "f" for "s." I could do nothing with a word beginning with "s" alone. Sew—said—soap—all were pronounced as though the initial letter were "f". Helen knew the movements for both "p" and "f." How she shut her lips for "p" and bit her lower lip for "f." So I said, "Say 'pell,'" and there was no difficulty. "Now hiss and then say 'pell,'" I directed, first doing so myself, having Helen watch the movements on my lips, then hear the sound as I spoke close to her ear, and lastly, by using a mirror, allowing her to both see and hear the sound synchronously.

After a few attempts "spell" was pronounced correctly, and ever since she has spoken words with "s" as they should be spoken. I had had no special training for

teaching speech, but I knew she could not say "s" while biting her lip. So I simply told and showed Helen what not to do, and what to do, and, like any young thing with a passion for imitation, she did it. I had a similar experience with an adult pupil, whose speech had been acquired through lip-reading. When she came to study the comparison of "r" and "w"—"reed—weed"; "rest—west," etc., she reported that she had been unable to see any difference on her own lips. We made the discovery that her peculiar enunciation of "r" was due to her puckering her lips almost as if for a "w." Helen brought books of her own, mostly old first grade readers, for the story work, and I used them for four or five lessons. But the material lacked that fundamental requirement—interest. So I discovered *Little Black Sambo*, and found it most satisfactory. A child needs more going over and over of the same material than an adult requires. On each page little black Sambo met a different tiger which wanted to eat him up, and which he placated by presenting with an article of his clothing. The account of each meeting was told briefly, and in similar wording. So, at each lesson we could have a new part of the story, and yet have plenty of repetition. I used the material according to the regular method of handling stories in the *Nitchie Text Book*, and found no trouble holding to my principles.

Later I took *Aladdin and the Wonderful Lamp*, a much abridged edition. The choice of these stories was simply the result of a search among the cheaper editions of children's books, in a book store. I chose copies printed in large type and profusely illustrated, such as are usually given to small children. There was a certain psychological stimulation in our being able to take a new page for each lesson. Helen immediately made neat brown paper covers, and so avoided the embarrassment of carrying baby books. After *Aladdin* came *The Story of Moses*, as so admirably illustrated and recounted in THE VOLTA REVIEW. I cut out the pages, and allowed Helen to carry each one home for study, after we had used it in a lesson, taking one or two pictures with accompanying description for each lesson. I showed

the picture to the pupil before telling the story of it. This was, in some ways, the most suitable material I found for story work. Looking at the picture stimulated Helen's imagination, so she was ready to follow the narrative. Later I used Catherine Bryce's *Fables from Afar*. Helen was delighted with these fairy tales, and so her interest in her study was more strongly aroused. Owing to the length of the stories, I could not be as thorough in handling them as I wished. But as Helen's interest was so increased, and she enjoyed the lessons with these stories so much more, possibly the loss of thoroughness was more than overcome by the gain in attention and pleasure. Several lessons were required to cover an entire story, but I always used enough at each lesson to have the part complete in itself. Judging from my experience, I should advise cards with good colored pictures illustrative of fairy tales, and underneath the stories very briefly told in simple wording and short sentences, as the most ideal material—if they can be found.

Owing to the distance Helen had to come, I gave her full-length lessons once a week. If circumstances permitted, more and shorter lessons would be preferable with children.

All through the course I had the earnest interest and attention of Helen's mother. Without her help I could not have accomplished the results I did, because Helen was too young to handle the home study without intelligent aid. The mother accompanied the child for the first ten lessons, and came at intervals after that, whenever Helen's progress necessitated a change in material or procedure. I gave the mother instructions and points during the lessons, practically as though she were a normal pupil.

The work came to my hands and I accomplished it. What a teacher, with but the little experience I had at that time, has done, surely others can do also. Certain traits of mind there must be—patience, ingenuity and adaptability above that required for adult teaching. Most important of all, there must be a true love of the child, and the power to inspire trust and liking on the child's part.

A COMFORTABLE SPOT IN THE LIVING ROOM OF THE TOLEDO CLUBHOUSE, ONE OF THE ATTRACTIONS OF THE CONVENTION OF JUNE 12, 13 AND 14

YOU CAN'T AFFORD TO MISS IT!!

The above charming picture of one of the "cozy corners" of the Toledo Clubhouse will most surely bring a feeling of pleasant anticipation to those who are planning to attend the Convention at Toledo, and a feeling of regret to those who unfortunately will not be able to go to what promises to be such a delightful affair, the Second Annual Meeting of the American Federation of Organizations for the Hard of Hearing. Rumors are being scattered north, east, south and west of the splendid preparations that are being made by the members of the Toledo League, and Mrs. Dewey, their indefatigable president, to make this meeting a series of red letter days in the history of the lives of those in attendance.

The program will commence with the roll-call of Constituent Bodies of the Federation.

An entire session will be devoted to the problem of the hard of hearing child. A great deal of information has been gathered by different organizations on this subject (which is considered by the Federation as a matter of gravest importance), and papers will be presented, to show the efforts that are being made in this behalf, by Dr. Theobald and Miss McDermott of Chicago; Miss Hisey of Toledo; Miss Howe of Rochester; Mrs. Rypins of Minneapolis; and Miss Samuelson of New York City. Dr. Thomas J. Harris, a national authority on the deafened child, has been invited to lead the discussion.

Other papers have been promised by the following persons whose names—if not the individuals themselves—are well known to the delegates, and bespeak material well presented and of great interest: Miss Cora Elsie

Kinzie, "The Colors of the Rainbow"; Mrs. Robert C. Morris of Toledo, "Compensation"; Miss Mildred Kennedy of Boston, "Attitudes"; Mrs. George L. McAlpin of New York, "The Deafened Woman in Social Life"; and Mr. S. W. Childs of New York, "The Deafened Man in Business Life." The complete program cannot be given at present.

In order that the attending representatives may have the opportunity of meeting friends old and new, the program committee has arranged for motor trips, receptions, and banquets.

With such delightful plans being made by the Toledo colleagues, truly *you can't afford to miss it!!*

AN INVITATION TO PITTSBURGH

Pittsburgh is not far from Toledo. Delegates who can arrange to stop at Pittsburgh, either on their way to the meeting of the American Federation or on their way home, are cordially invited to come to the rooms of the Pittsburgh League for the Hard of Hearing, 1105 Highland Bldg., East End.

RUTH ROBINSON, *Secretary*.

MISS ELIZABETH BRAND

Miss Elizabeth Brand, principal of the Pittsburgh School of Lip-Reading, has been away from her work since February. The school has been conducted during her absence by Miss Marie A. Pless. During July and August Miss Florence Murrin will be in charge. Miss Brand expects to return in the fall.

WHY SANCTION MURDER?

BY FRED DELAND

DO YOU silently sanction a continuance of the causes and conditions that tend to kill the sensitive nerve-cells, the delicate nerve-filaments in the internal ear? Is it worth while to help your own nerve cell to degenerate and die? In certain foreign towns, the authorities promptly punish offenders guilty of making unnecessary disturbing noises. Will it pay to continue sanctioning nerve-murder, when you realize that the unnecessary noise that you lack the courage to protest against, is quite likely to burden the later years of your life with inexpressible misery?

The sense of hearing is considered the most precious of all the senses. You may not believe so today, but you will when hearing has vanished. When you become hard of hearing, you will wonder why you did not comprehend what a crippling calamity loss of hearing was. Do not encourage yourself to believe that it is advancing age that is responsible for the diminution in the sensitiveness of your hearing. Decrease in the power of hearing is not necessarily incidental to increase in age. Have the courage to do your part in eliminating the causes and conditions that precede loss of hearing; also keep your nose clean and clear of obstructions, so that the middle section of your ear may have the necessary supply of fresh air; and your hearing should be as acute at seventy-five years as it was at twenty-five.

In other words, train yourself to conserve your hearing, and to protest strongly against any unnecessary cause or condition that may tend to injure it. Such habits are the kind that pay big dividends in comfort and happiness in after years.

This is the third of a series of articles advocating the immediate formation of a "Conservation of Hearing Society" in every city, town and village in the country, for the purpose of creating cordial co-operation on the part of all the people in a national movement to aid in eliminating whatever causes and conditions lead to loss of hearing. For the people

are beginning to perceive that it is possible for Americans to become a nation of hard of hearing people in one or two hundred years.

The preceding article in this series showed that while there were estimates indicating that every other adult in this country had defective hearing in one ear, if not in both ears, yet the wiser belief for a Conservation of Hearing Society to hold, was that of the more conservative estimate—that one in every four adults, between the ages of sixteen and seventy, has a diminished acuity of hearing in at least one ear. Even this estimate is alarmingly high. The rapid rate at which new cases of loss of hearing are being recorded by physicians, indicates that no time should be lost in promoting a nation-wide campaign to eliminate every condition that may tend in any way to diminish the power of hearing.

The duties that members of a local Conservation of Hearing Society will be expected to discharge should not be considered as a form of charitable work. It may properly be designated as unselfish, helpful service. For it is a form of sensible service that will broaden with the growth in faith of the loyal members who, in consecrating their abilities in a service designed to make life better worth the living, perceive how their efforts will ultimately benefit the nation, through decreasing the number of disabled men and women. Thus, through the generous services of the members of these local societies, the future will be enriched with beneficial possibilities for humanity.

In that second article it was also shown that when the sense of hearing in any adult has become too dull to readily distinguish spoken words, that is, when the man or woman has arrived at the "What?" station on the conversational line, then a teacher of lip-reading should be consulted *as soon as possible*. For of all misery expellers, all alleviations for loss of hearing, none other can give such

satisfactory all-around service as an efficiency in lip-reading.

That second article also told of the destructive effect on the sense of hearing wrought by unnecessary nerve-torturing noises. Such noises not only serve to thicken or distort the tympanic membrane or "drum-head" that is liable to lose its normal transmitting ability; but are likely also to cause degeneration of the delicate nerve-endings in the internal ear.

Persons who are a long distance from the source of an unnecessary noise are naturally not affected as injuriously as are those who are much nearer. For instance, persons four blocks distant from an unnecessary blast of an unmuffled shrill steam whistle have to endure many times the percussive effect on their auditory mechanism that is experienced by persons eight blocks away. Again, a second whistle having twice the shrillness of the first, may produce more disastrous injury on the bearing mechanism of persons four blocks away.

It was also stated that the successful elimination of these unnecessary nerve-racking noises will probably prove to be the most difficult of all the tasks that each local Conservation of Hearing Society may have to handle. There will be much bitter opposition to overcome. What are the different noises that should be stopped? That depends entirely on the locality. For instance, every community does not have to endure the nerve-torture that a "flat" wheel on a trolley car can inflict. But a flat wheel is such a small matter! Very true, but so is the nerve-filament that may be murdered by the successive hammering of a flat wheel. Hence some more suggestions are offered to show *how* and *why* unnecessary noises are harmful to the sense of hearing.

What we ordinarily refer to as the "ear," is not the simple piece of anatomy many imagine it to be. Each "ear" is really a triple combination of complex co-operative mechanisms.* Each "set" is enclosed in its own compartment, yet the functioning ability of each is so closely related to—and dependent upon—the others, that a complete collapse of one section may lead to degenerative ac-

tion on the other sections, according to to Nature's law of "use or lose."

The three separate sections of the ear may be briefly and simply described as follows: First, there is the outer ear, the shell-shaped structure that serves to collect and deflect atmospheric vibrations or "sound-waves" into the external auditory canal, or "outer-ear-tube." Attached to the inner end of this tube is the "drum-head" or tympanum. This tympanic membrane is no thicker than thin paper, yet it is composed of three layers of membranous tissue. It is this delicate oval membrane, only about one-third of an inch in size in its longest diameter, that is an essential part of the transmitting mechanism most easily rendered ineffective by unnecessary continuous noises toughening the membrane and distorting its form; as well as through failure to properly function on the part of the tiny bones in the middle ear, which failure is often due to failure of the Eustachian tube to properly act. This drum-head is set in a bony rim in the wall that separates the outer ear from the middle ear, or second section of the ear.

Attached to the inner surface of the drumhead is one end of the first of the three very small bones, the tympanic ossicles, that are jointed together to form the principal transmitting mechanism of the middle ear. The other end of this first or "mallet" bone, or malleus, is jointed to the second, or incus bone, or "anvil" while the other end of the second bone is jointed to one end of the third or stapes bone, or "stirrup." The other end of the third bone, the "foot plate of the stirrup," is attached to the thin

* If a more detailed description of the auditory mechanism and physiology of hearing is desired, send fifty cents to the Volta Bureau, 1601 35th St. N. W., Washington, D. C., for a copy of the *Proceedings of the Second Summer Meeting of the American Association*. That report contains a series of lectures on the anatomy and physiology of the ear and allied subjects that were delivered to teachers and parents of deaf children, by Dr. A. Hewson of Jefferson Medical College, Philadelphia. Though the lectures were delivered thirty years ago, yet they are of exceptional interest to lay readers who desire detailed description. The writer knows of no other available work, at so reasonable a cost, that will prove as helpful to the non-professional reader.

membrane that serves as a flexible curtain to the oval window in the bony wall that separates the middle ear from the internal ear. This third section is sometimes called the labyrinth, because of its many curving channels that contain the greater part of the mechanism of hearing.

The more important anatomical parts of the internal ear are the vestibule, the cochlea, the semi-circular canals, the auditory nerve and its many nerve-endings (about five thousand), the perilymph, and the endolymph. Included in this mechanism is a sensitive sound-wave analyser and speech-sound selecting device, so delicate and accurate, and occupying so little space in comparison with the volume and varying forms of work it performs that human ingenuity has never been able to duplicate the simplicity of its essential characteristics. The method of translating and transmitting to the respective brain centers with the aid of a delicate nerve-ending, the meaning of the atmospheric vibrations set in motion by the spoken word is another marvel.

The percussive effect of long-continued unnecessary noises can directly murder the delicate nerve-filaments in the internal ear, or can indirectly bring about degenerative action in the middle ear, by distorting and toughening the tympanic membrane to a degree that will destroy its transmitting ability, when the translating mechanism of the internal ear will have nothing to do. Then, if a long period of idleness follows, degeneration of the nerve-cells may result. For Nature's law is "use or lose."

Now to present suggestions concerning the helpful character of an efficiency in lip-reading. Do not misunderstand these suggestions. In no sense is lip-reading a cure, or a replacer, or even a perfect substitute for lost hearing. But it is the best of all alleviations for total or partial loss of hearing. Thousands will testify that lip-reading has no equal as a dispeller of the hopeless despondency that almost invariably follows loss of hearing in adults.

If you were advised that the use of a crutch might avert a permanent disability, common sense would influence you to purchase a crutch without delay. Thus,

when a member of your local Conversation of Hearing Society tactfully suggests that it would be a good plan for you to consult a physician *at once* and let him determine just how seriously your hearing is impaired, do not scoff at the unselfish suggestion, but consult a physician without delay. For that society member knows what you may not know: First, that even a slight loss of hearing is usually a symptom that abnormal conditions prevail in the organ of hearing, or that the general nervous system is calling for immediate help. Second, that experience has shown that in seventy-five per cent of cases of deafness in adults, total loss of hearing might have been averted had examination and treatment been applied for earlier. Third, that the crippling character of loss of hearing is often a more serious calamity, yet will meet with less comprehensive consideration, than the loss of a leg.

A few days later that member of the Conservation of Hearing Society will confer a further favor in earnestly supplementing the advice of your physician that you commence *at once* to take lessons in lip-reading, because it is easier to learn while a remnant of hearing remains. This suggestion is so helpful that, if promptly followed, the day may come when you will offer a prayer of thankfulness that the unselfish suggestion came in time.

When you question that member why a person who has sufficient hearing to carry on a conversation with one friend in a quiet room needs *quickly* to commence the study of lip-reading, you will learn, first, that even a little efficiency in the use of lip-reading will relieve much of the strain, that the crippled auditory mechanism must otherwise endure, while it is striving to help you hold up your end in daily conversation. Relieving that strain will do no harm, and may hasten recovery of hearing. Second, an ability to read lips will always be helpful, and may prove of greater psychological service in preventing total loss of hearing than even your physician realizes. For, as already stated, experience shows that a fair efficiency in the use of lip-reading will offer greater aid in driving depression and despondency away than

any other form of alleviation. Again, it possesses the power of transforming the self "shut-out" into a self "come-in" to social functions. Third, that there is no better mental tonic than a course of lessons in lip-reading.

In other words, to become efficient at once in the art of lip-reading will be the helpful crutch that may avert a permanent disablement of your sense of hearing. Hence this question is up to you. Shall you make use of this helpful crutch? Or do you prefer to run the risk of becoming totally disabled, when you will gladly make use of the crutch? That member has no selfish aim in view when he pleads with you to take lessons in lip-reading. Thus, if you desire to promote your own welfare, you will commence to use the crutch without delay, and thus lessen the possibility of total disablement.

All the members of your local Conservation of Hearing Society will earnestly hope that you may be one of the fortunate seventy-five per cent. That is, that you may belong to the list of those who applied for examination and medical treatment in time. Yet even though you are fated to enter the other class, nevertheless your ability to read the lips of friends will be a far greater blessing than you anticipate. For it will enable you to continue to participate in social and industrial life, and thus enable you to rise superior to the hopeless misery that is the usual accompaniment of the discovery that the sense of hearing has become too dull to respond to loudly spoken speech sounds. (Yes, I know that I wrote substantially that sentence in one of the preceding paragraphs. Yet the day will come when you feel like making the same suggestion again and again. For there are some who cannot be told too often to prepare to side-step the slough of despond that is just a little way in on the trail that the adult hard of hearing follow.)

How is it possible for efficiency in lip-reading to serve as a mental tonic? Here is what the president of your local Conservation of Hearing Society will tell you about this excellent way to become mentally alert.

Even though your hearing may be good, if you feel the need of mental

stimulation, take a course of lessons in the art of lip-reading, and note the beneficial results. For there is no better proof that your mentality is alert and "on the job," is wide awake and quickly responsive, than an ability to become an efficient lip-reader.

On the other hand, if your hearing is growing dull, and you are sick at heart and fearful of future deafness, then the president will tell you to go quickly to the physician, that he may determine what treatment you need at least to save what hearing you have; then go to the teacher of lip-reading and arrange for a course of lessons. Where will you find a teacher of lip-reading? THE VOLTA REVIEW contains the advertisements of all the best-known schools of lip-reading in the country. There are about sixty schools listed. Write to the one nearest to you for particulars, and state your desire to commence receiving instruction as soon as possible.

A VOLTA REVIEW teacher of lip-reading will prove to be the helpful comforter, the source of inspiration you have been longing to meet. For she will show you how to drive away the dark clouds of despair, and let the revivifying sunshine of self-reliance again awaken helpful aspirations.

While you have THE VOLTA REVIEW in your hand, look and see if there is a league or guild or club for the hard of hearing in your town or in a nearby city. Then treat yourself to a visit to the nearest one. No matter to which one you go, you will be gladly welcomed. Why? Because the members are sunshine-radiators. You will never regret meeting them, for they will relieve you of your burden of helpless despondency and fill you with inspiring hopefulness. One visit will restore your self-confidence. A second visit will intensify your desire to be as helpful to humanity as those members are. Then you will be so busy helping others that there will be no time for self-pity.

However, if you are unwilling to visit either a teacher of lip-reading or an organization of hard of hearing adults, because to do either would involve some effort on your part, then through the members of your local Conservation of Hearing Society you can readily learn

that it is possible for even total loss of hearing to enrich, as well as to impoverish, one's personality. How is it possible for so severe a disaster to enrich? No other affliction that mankind is heir to is quite so discouraging or exerts on personality so low a breaking-strain. During the months, and sometimes during the years, that immediately follow loss of hearing, all the desirable, as well as all the undesirable, qualities in one's nature are likely to come to the surface and fight for mastery. In other words, loss of hearing will reveal the destructive as well as the constructive characteristics in your nature. When you acquire the good habit of regularly reading "Our Magazine," as many hard of hearing adults call *THE VOLTA REVIEW*, you will find that thousands, though hard of hearing, are finding a joy in aiding fellow-cripples, thereby enriching their own natures through unselfish service to others. Then you too will be inspired with the desire to go about doing good. It's the big, optimistic, generous-minded, helpful natures that find a joy in helping others; not the narrow, suspicious, pessimistic natures.

By reading *THE VOLTA REVIEW*, you will learn how even a slight efficiency in the use of lip-reading can transform your outlook on life; can aid you to raise yourself out of the slough of misery and hopeless despondency. How is it possible for a course of lessons in lip-reading to possess such transforming power? It is not the lessons alone that bring about the seemingly impossible; nor is it altogether the inspiring personality of the trained teacher. But the combination of the two will enable you to regain your self-reliance, and with the restoration of hopeful self-confidence will come an entire change in your outlook on life. No longer will there be a desire to remain secluded, to shun people. On the contrary, the desire will be to meet people, to participate in social functions and in helpful work. The more the changed outlook on life broadens and brightens, the stronger grows the determination to become more efficient in the use of the "subtile art," in order to be better equipped to help others to enjoy a brighter outlook on life.

When that changed outlook on life comes, it will be easy for the hard of hearing adult long shut out of participation in social conversation to realize that the present type of trained teacher of lip-reading is an inspiring personality, permeated with the spirit of the missionary who has consecrated all to the service of Him "who went about doing good." The present teachers are something more than mere members of a highly trained profession. Their first thought is how they may become more effective in aiding the hard of hearing adult to obtain a brighter outlook on life and to become again a serviceable factor in community life. The present teachers realize their responsibility as inspired transformers of depressed, discouraged personalities into self-reliant individuals. In this form of missionary work many a highly cultured teacher has devoted far more time than to giving lessons for means to provide subsistence.

The members of your local Conservation of Hearing Society can entertain you for hours with interesting stories of the seemingly miraculous transformations wrought by the individual's will that was inspired into action by these trained teachers. There are more than a thousand of these tales, and each appears more interesting than the preceding one. Here is one of the least "miraculous" that the members will tell you. Like all the others, it is a true story. It tells how a trained teacher of lip-reading transformed the outlook on life of a woman who had been deprived of the mental stimulus of social conversation during six dreary years. The pupil was a white-haired matron formerly a social leader, who happened to be visiting a friend in the city where the teacher resided. Fortunately the friend persuaded her to take a few lessons. Just before the close of the first lesson the teacher, in a conversational tone, said: "Mary had a little lamb," and the dear old lady understood all of it. She simply laughed aloud in her delight; not only because it was the first spoken sentence she had understood in six years, but because of the intense joy she felt over finding a way in which she could regain her natural self-confidence. Do you wonder

that at the end of her lessons, when paying for her tuition, she told the teacher that mere money could never fully compensate for the service she had rendered?

If you have the time to listen, here is another story that a member will tell you with the unselfish hope of encouraging you to arrange for a course of lessons in lip-reading, and thus to aid you to conserve whatever hearing you have: A young woman was studying at a medical college, in the hope of becoming a medical missionary in a foreign land where there is great need of women physicians. To be a successful missionary had been the ambition of this very capable woman. Then came loss of hearing, and all her plans had to be changed. Fate dealt her a cruel blow; yet she rose superior to her handicap. No! She did not give up in hopeless despair, though there must have been many hours when she was on the verge of despondency. Learning of lip-reading, she took a course of lessons. Perceiving the unlimited possibilities for doing good to others who were crippled with loss of hearing, she took a double normal training course, in order to become as efficient as possible to in-

struct others. Thus her life is still consecrated to successful missionary work.

If your hearing has vanished and you doubt your ability to master "the subtle art" of lip-reading, the members will tell you that experience has shown that the majority of persons possess far greater powers of determination and ability to concentrate on a given subject than ever are exercised. It is the hourly exercise of these powers, combined with perpetual practice in visualizing speech movements, that makes for efficiency in lip-reading.

Why should the members go to all that trouble, when your hearing is already vanishing? First, because every member of a Conservation of Hearing Society is actuated by an unselfish desire to *serve the nation*, by helping to conserve whatever hearing any and all individuals may have; and second, because they know that if you will follow their suggestions, your success in lip-reading will aid in relieving the strain on the auditory mechanism, and thus supplement the treatment to restore your normal hearing. In other words, they are helping you to conserve all your hearing.

(Concluded next month.)

HOW TO PRESERVE THE VOICES OF OUR HARD OF HEARING

By MOFFETT BELL

WHEN I was asked to write a paper on this subject, I began to look in libraries to see what might be found in books or magazines. After convincing myself that there was little or nothing on the subject, I wrote to the editors of some of the magazines published for the deaf or hard of hearing asking them for any suggestions or articles they might be able to send me. In answer each said they regretted that they had no literature on this subject. Then I began to write what I could from my own experience and from experiences of friends among the teachers of the hard of hearing. I know there has been work done along this line by some of the lip-reading teachers throughout the country and some have probably had much more experience than I have, but in comparison with the

amount of work that ought to be done there really has been very little accomplished. As for myself, as long as I can remember I have been able to tell whether a person was hard of hearing from the voice. I do not know why this is, unless it is because of my long connection with the deaf and perhaps observing voices in general closer than the average person. I do not mean to infer that all the hard of hearing have disagreeable voices, but there is always a difference in timbre though sometimes very slight. The voice is either too high or too low or there is a shade in the tone of the words or sentences that makes me know that some part of that word or sentence has not been heard by the speaker. I do not know of a word in English which expresses this shade of difference in

voices, but there probably is one. There is question in my mind whether that quality, or slight difference in timbre, found in the voices of our hard of hearing, could ever be completely taken away so that an experienced teacher of the deaf would not know it, but I feel sure that in most cases the voices of our hard of hearing can be preserved so as not to become disagreeable.

Some of the hard of hearing talk entirely too loud, and with others the voice is so low that it strains the normal ear to get what they are saying. The scratching voices, and the dropping from a loud tone into a whisper is very hard on the nerves of the listener.

I realize that with the majority of the hard of hearing it takes constant work on their part to preserve their normal voices.

The ear specialist and the physiologist have told us that the vocal cords are among the strongest organs of the body. There is almost no disease known that can permanently affect the vocal cords. Then it is not the throat that is to blame for the faulty voice, but the way we use it. With the normal person the sense of hearing usually guides the voice, but without hearing as a reminder the hard of hearing must be on their guard trying always to remember to speak in a medium tone; to raise and lower the voice at the proper places; to pause occasionally, and not to commence talking while some one else is talking.

I am glad I am not trying to tell how to restore the voices of the hard of hearing, for after they have gone as far astray as some I have known I should not like to undertake the work of getting them back to normal. It would be harder than bringing out voices of the deaf children who have never heard; as children are willing to do many things that the adult would not do. We should realize the need of voice work from the very beginning of deafness.

First I should suggest reading aloud an hour a day to some one who was willing to correct the faulty places, such as incorrect accent of syllables and the mispronouncing of words, as well as to help to keep the voice at about the right pitch. The reading of poems would be good

daily voice drill; such poems as "The House by the Side of the Road" (Foss); "The Lyric of Action" (Hayne); "Ode to a Skylark" (Shelley); Shakespeare's "Ingratitude"; as well as books of prose; especially books well-written with lots of conversation; for instance, *Main Street* (Sinclair Lewis) which has such splendid dialogue reading through the entire book.

On a second suggestion I may or may not get approval of the hard of hearing teachers but personally I have noticed that instruments to aid in hearing are a help if worn part of each day during conversation or while reading aloud. I know a number of hard of hearing persons who talk too loud and others whose voices are too low, but as soon as they put on their hearing instruments, their voices become quite normal. Of course an instrument would be of no use whatever after the hearing was totally gone.

As a third suggestion I will mention some exercises. Steadily draw in the breath with no sound then continue an emission of breath as long as it can be maintained. Then draw in breath as before and prolong an emission of voice in the same way. Practiced with some one, different pitches could be worked on. We might have another exercise with the piano by taking a list of words containing the vowels *ä*, *oo*, *ee*, as *papa*, *loom*, *eat*. Repeat these words with the piano by using a chord in the bass for the words containing the vowel *a*; play a chord in the middle of the piano for the words containing *oo* and repeat the words with the *ee* vowel with chords struck in the treble or high part of the piano. If one plays himself he can feel the difference of vibration; if not he should stand near the piano, then sentences can be taken also. Take the sentence, *Oh! how lovely is the evening*. The entire sentence should be spoken in an even, medium-pitched voice until we get the word *evening*, then the *ee* is raised a little and the rest of the word falls as it is the end of a sentence. It is well to remember that speech does not use a great deal of breath, and the principle element in speech is voice, which is produced by a vibration in the throat. One can tell something about the volume

of voice by feeling the vibrations with his fingers on his throat. In conclusion, I think I should say that some knowledge of the organs of the throat and head and the keeping of these organs in good condition (free from colds and catarrh) would be helpful. It is my understanding that the Clarke School at Northampton

intends doing research work along the line of preserving the voices of the hard of hearing, if it secures a certain endowment fund. We may hope to see some helpful articles and some real work along this line if the Clarke School takes up this line of work in the near future.

NATIONAL HOSPITAL FOR SPEECH DISORDERS*

JAMES SONNETT GREENE, M.D.

AS far back as we have any history there have been physicians, and we know that for at least a thousand years there have been persons with impediments in their speech—for are they not mentioned in the Bible, in both the Old and New Testaments, in Isaiah, in Saint Mark, and in other places?

From that time on, scientific men have considered and written about defective speech; but, strange as it may seem, it did not receive the attention it deserved from the medical profession, and even now, when specialism is the outcome of progressive medicine, it is still a neglected specialty.

In the field of defective speech in Europe, before the war, Prof. Herman Gutzman was the outstanding figure. In our country, for years, the late Hudson Makuen of Philadelphia was a recognized authority. Besides these leaders, there have been others, comparatively recently, who have done good work along analytic lines; but it was not generally realized that a person who suffered from a speech disorder was just as much entitled to hospital care as one who, for example, suffered from eye, ear, nose or throat trouble.

While we have eye hospitals, nose and throat hospitals, skin and cancer hospitals, and numberless special institutions, we did not have one general specialized voice and speech hospital in the entire United States: by that I mean a hospital devoted solely to the cure of patients

suffering from various disorders of voice and speech.

The natural outcome of such a condition—very few men interested in the subject and no special hospitals—compelled that vast army of sufferers to look elsewhere for help. Consequently, it was the same as in the old days when venereal diseases were not taken largely into consideration, and those suffering were treated through advertisements in drug stores, museums and other places, by people in all walks of life.

The defective speech sufferers have been and still are going through a similar process. They have been receiving courses of treatment from school teachers, Christian scientists, osteopaths, and the very latest, chiropractors. For instance, a chiropractor professes to cure a stutterer by twisting his neck in single \$2 treatments; or he twists it by the case for from \$50 to \$100, but to no avail. With it all, those having speech trouble still carry their burden and continue to suffer.

The prevailing conditions demonstrated only too clearly for many years the ever growing necessity for some central hospital or organization to help speech cripples and to try to make life more livable for them; an institution or hospital whose policy it was to take a very broad view of its duty to all those who came under its care, particularly the poor and neglected; a dignified humanitarian type of institution approved by physicians of the highest ethical standing and irrevocably opposed to quacks and fads.

There seldom is any speech defect that stands alone. Usually, it is so intimately

* Read before the annual meeting of the American Laryngological, Rhinological and Otological Society, June 4, 1921, Atlantic City, N. J., and published in the *Journal of the American Medical Ass'n.*

associated with other defects, physical, mental or moral, that in order thoroughly to remove the speech defect the associated defects must be treated also. Therefore, necessarily, the hospital or clinic had to be not only a medical institution, but an educational and social one as well, for it had to raise standards and inculcate good habits of all kinds in its patients.

We definitely realized that there was great need for a coöperative work, one in which there was an intimate relationship between medical, reëducational and social therapy. In other words, a center where the physician, the teacher or educator, and the social worker were represented in complete harmony.

About three years ago, the New York Clinic for Speech Defects, which recently changed its name to the National Hospital for Speech Disorders, was founded. During that time, more than 3,000 persons have applied for treatment. They have come from every state in the Union. Children and adults have come, suffering with every conceivable ailment of voice and speech.

They had defective speech conditions due to harelip, feeble lips, cleft palate, relaxed palate, jaw conditions (protrusions or recessions), teeth anomalies, tongue conditions and with various voice abnormalities arising from palate or laryngeal conditions, such as nasality, aphonia, hypophonia, phonesthesia and falsetto voices. Again, conditions of stuttering, stammering and lisping, deaf-mutism, audimutitas and idioglossia. We have seen numerous patients with diseases or conditions of nervous origin that give rise to various disturbances of speech, such as agistophasia (speech agitans), imbecility, idiocy, hereditary ataxia, progressive muscular atrophy, congenital hydrocephalus, spastic spinal paralysis, bulbar paralysis, syphilis, multiple sclerosis, Bell's palsy, postdiphtheritic paralysis, cases of tumors of speech areas (aphasia), and also medulla conditions, epilepsy, chorea, spasmodic tic, hysteria, and insanity.

The number of conditions just enumerated will at once show the extent of speech disorders in medicine. Our pa-

tients presented many interesting and complicated speech problems; for instance, we have already treated about 1,500 stutterers at our hospital.

Stuttering speech is a neuropathic manifestation which has become a veritable obsession in a psychopathic or psychasthenic person, this state being the result of an unconscious motive, usually caused by the inability of the patient to adjust himself to some difficult situation. The nervous system of such a patient presents increased irritability with diminished capacity; a system that becomes easily affected from the least cause, and is constantly threatened with a break. If trying conditions occur, lowering the resistance to a given point, then when an emotional disturbance of some force occurs, such as a shock, a fright or an illness, the mental state is developed which precipitates the stuttering symptom. In other words, during the period of momentary paroxysm, some chance occurrence of hesitating speech or predisposition determines the development.

Since the condition is endogenic, there being in all cases a pronounced hereditary predisposition, the patient carries his burden all through life, though his symptoms can be kept in abeyance.

Another prevalent condition that many of our patients suffer from, a disorder characterized by defective enunciation, is the inability to form correctly or to utter any or all of the sounds of speech. These patients are classified as stammerers and lispers, and must not be confused with stutterers, as stutterers show hesitating speech, while stammerers and lispers show mutilated speech. These patients either present a central (cerebral) involvement or a peripheral involvement, due to malformations of the organs of speech. The central involvement is either of a primary, so-called functional nature, or secondary, which is of an acquired nature. The peripheral involvement is either congenital (as harelip, cleft palate, malformations of the tongue, and jaw conditions), or it is acquired (as conditions of the lips, teeth, gums, palate, tongue, pharynx, larynx, and ears). Therefore, in all conditions of defective enunciation, there is an anatomic defect

which is found either in the brain proper or in the organs of articulation.

It is a well known clinical fact that injuries to the brain, when the motor areas are involved, may result in spasms, paralysis or convulsions. Likewise when a sensory area alone is affected, there result the various disturbances common to sensory nerves, as numbness and pares-thesia; or when particular centers are involved, the various forms of aphasia may result. Concomitant with these resultant conditions, or existing independently, are cases resulting from cranial injuries received in childhood; for instance, a fracture of the bones of the skull, or a concealed hemorrhage beneath them, causing destruction or disintegration of brain tissue (either centers or tract fibers between them), with degeneration of the nervous element.

Patients having a primary central involvement demonstrate an organic condition in the cerebral tissue in various stages of development. In some instances, this condition partakes of the nature of a manifest anatomic structural disintegration of the cells or fibers which go to make up the various speech centers, or their proper association tracts. In other instances, this functional disturbance is immediately apparent at the first effort at speech and is sometimes of a more latent and potential character.

Besides the conditions just elaborated, there are numberless others. I shall touch on just a few of them. It is surprising how many people apply for treatment who suffer from agitophasia, or speech agitans, a condition of excessive rapidity of speech, in which sounds or syllables are unconsciously omitted, slurred, mutilated, or in any way imperfectly uttered, causing at the same time the speech accent to become distorted. These patients have great difficulty in making people understand what they say, so much so that they have a hard time in holding positions. A pathologic condition of the nervous system is usually present. Agitophasia may be associated with stuttering or agitographia (a form of writing in which letters, parts of letters or words are mutilated or omitted).

Another form of mutilated speech, particularly observed in young children,

is idioglossia. These patients seem to speak a distinct language of their own. Parts of words or whole words may be slurred, disjointed or otherwise mutilated. In severe cases they are quite unintelligible except perhaps to their little brothers and sisters, who often are the only ones who understand them. This condition of idioglossia is not associated with weakness of intellect, although there is often a family history of insanity. It is probably due to congenital deficient appreciation of musical tone. It is not associated with any malformation of the organs of speech.

We have had many children who suffer from auditory dumbness. The dumbness of children that hear, when young, is a condition of retarded speech development which is due to general physical weakness. These children have good speech understanding, and under careful supervision and treatment can acquire normal speech.

Besides these cases of hearing dumbness, we have, of course, had many cases of deaf-mutism. These patients being of a special class, their speech training is of a special nature, and it is not necessary for me to elaborate, as every one knows of the progressive work that is now carried on for the deaf.

Cleft palate patients always prove interesting problems. In these cases, strange as it may seem, the speech or voice defect does not coincide with the size of the palatal defect; for there are small defects which greatly interfere with the production of speech, while in some large defects of the palate, even with harelip, one finds tolerably good speech without even resorting to the use of mechanical interference. It is hardly necessary to state that closure of the cleft does not remedy the defective articulation; but I might add that the resonance of the voice becomes more normal, simply though the improved anatomic status. In nearly every case, speech training is not only advisable but absolutely necessary; for as well as the existence of a faulty physical condition, there also exists a faulty psychic condition, and while operative measures have been successful, the speech remains the same.

On account of our nonoperative cleft

palate cases and the numerous conditions of dental anomalies that are present in all kinds of defective speech cases, we have found it necessary, in order to get the desired results, to conduct a fully equipped dental department, where special obturators, plates and MacKenty splints are made, and orthodontia work is carried out for malocclusion cases.

I wish to call attention to a special phase which these patients present, the condition amusia. All cleft palate patients suffer from amusia, that is, a disturbance in the musical faculty. They all demonstrate one definite form of amusia, that of tone deafness. Defects in the musical and speech faculties may coexist independently of one another. The independent occurrence of disturbances in their musical faculty points to the existence of a separate center presiding over the musical memory.

No progress can be made in the elimination of nasality, the great bane of cleft palate cases, until the patient's musical sense has been developed to such a degree that he or she realizes the difference between nasal and non-nasal intonation. As soon as this takes place, the patient strives for purer intonation, and gradually the nasality diminishes until, to all intents and purposes, it is completely lost. In other words, he has lost his tone deafness, and, of course, does not suffer from amusia any longer.

Besides nasality being due to congenital conditions such as cleft palate, it may also be due to injuries following the removal of tonsils and adenoids, to inflammations (as of the nose and pharynx), tonsillitis, diphtheria, syphilis and tuberculosis, and to tumors, nervous conditions, bulbar paralysis, etc.

A special form of voice disorder of a most distressing and embarrassing nature which has come frequently under our observation and which yields readily to treatment is a shrill high-pitched woman's voice, a falsetto voice in a man. There is a prevailing erroneous impression in regard to this falsetto voice in the male. A falsetto voice is a voice often reckoned to the head register, its volume and area being almost as large as the chest register, reaching from D¹ to F². It is an octave above the chest register.

It is of a thin, shrill quality, sounding forced or unnatural, and as its name implies, is a false voice.

Of vocal anomalies that occur during or following mutation, the persistent falsetto voice is the one most frequently observed. While the condition occurs in both males and females, most of the cases that come under observation are in men. The falsetto voice is characteristic of the voice of the eunuch or eunuchoid. While their voices are practically similar in reference to pitch, ranging between tenor and soprano, they are absolutely dissimilar in reference to origin. Eunuchs are those individuals in whom for some reason the sexual glands have been removed (castration) in early life, a complicating result of which is nondevelopment of the larynx, so that the voice remains high. Eunuchoids are individuals who, without being castrated, entirely simulate in clinical manifestations the true eunuch type. This condition is due to a developmental disturbance beginning primarily in the sexual glands. One of the symptoms is a change in the pitch of the voice, which becomes high.

On account of this similarity, the term eunuchoid voice has been used synonymously with falsetto voice. The use of this term has given rise to much misunderstanding, which, of course, is rather unfortunate for those having a falsetto voice, for the falsetto voice of an adult male who is not a eunuch or an eunuchoid, does not depend on imperfect genital development, but, in practically all cases, is the result of a faulty habit which is contracted by the subject at the time of the change of voice and retained in after life.

We have had a great many patients suffering from organic and functional manifestations in the respiratory tract. Their voice abnormalities were the result of various conditions, as hyperplastic rhinitis, nasal obstruction, adenoids, tonsillitis, hypertrophied tonsils, and follicular pharyngitis. Of the laryngeal disturbances, we frequently observed conditions of hysterical mutism, laryngeal phobias, aphonia, hypophonia, phonisthenia, laryngeal spasms and paralysis.

Laryngeal or pharyngeal trouble of professional voice users becomes a serious

problem on account of the fact that their livelihood depends on their voices. Under those circumstances, neuropathic tendencies develop very readily; for example, let any slight laryngeal trouble which may happen to last for a few days disturb the patient, and fixation may be produced. Not alone do these voice patients develop neurotic tendencies; but from my observations, I have found that all of our patients, whether they suffer from a voice or speech disorder of a peripheral or central nature, have neurotic tendencies.

Speech is the great vehicle of human intercourse. Business and social life depends on it. To put it bluntly, if you can talk, you can put your ideas over; you can win success; you become independent. If you cannot talk, if your lips and tongue refuse their service, you cannot put your ideas over. You are dependent and on account of continued conflict with everyday life, which to the normal speak-

ing person is no conflict at all, you belong to a class apart, and you naturally develop neurotic tendencies.

To my mind, of the various kinds of defects that both children and adults are prone to, there is none so depressing or far reaching as a speech abnormality.

A composite therapy of a psychologic, medical, reëducational and social nature, is absolutely essential for the cure of those suffering from defective speech. The physician, the educator and the social worker are the greatest factors for good when they are fused together in such a harmonious union that their adjustment completely saturates the maladjustment of these long-suffering patients. In order to carry out such a coöperative work, a departure in clinics was necessary, and that prompted the founding of our institution, which we hope will prove, in the course of time, a model for similar institutions all over the country.

A VISIT TO THE MARYLAND SCHOOL

BY MARY C. NEW

NESTLED in a valley which is surrounded by the beautiful Maryland hills, is Barbara Fritchie's town. And such a quaint little city it is! Here one finds, on one street, a row of flatly built little "Dutch" houses, all huddled together, which speak eloquently of the architecture of the eighteenth century; while in the next square fine, spacious buildings speak just as clearly of modern progress.

Passing along the Main Street of this combination of the past and the present, we leave the business section and after walking a short distance come to the block in which is located the subject of our particular interest.

Opposite a row of the Dutch cottages is a large brick building, the home of the Maryland School for the Deaf, situated in beautiful and well-cared for grounds. The first thing that strikes one's attention are the rows of lofty trees which extend from the driveway to the fence on either side of an open space of lawn which is immediately

in front of the main entrance. The interior of the building carries also the idea of space, and we find the halls and rooms with high ceilings and large (and numerous) windows which allow for quantities of sunshine and air.

Mr. BJORLEE, superintendent of the school, most graciously and cordially welcomed the writer and personally conducted her into a number of the classrooms. In the primary department we found the "babies" cheerfully and enthusiastically mastering the rudiments of speech and speech-reading. In the following grade, we saw most interesting work being done with a class just beginning to "connect" language. The children were taking from their teacher's lips short stories of three and four sentences. After the short story had been told (not more than twice) several children were allowed to write it on the slates. Then some of the children dramatized the story. The vim with which they volunteered to do this, and the business-like way in which they read over the

story on the slate and then proceeded to play it out accordingly, spoke well for a clear idea of connected language and pleasurable reading for this class in the years to come! In the intermediate department we saw some interesting work in arithmetic and geography. The last class we saw was one which is preparing to do college preparatory work. It was impossible not to be impressed with the appearance of these boys and girls in their seventeens, for they formed such a superior-looking class. They had completed an arithmetic examination, and after looking over the questions, and their papers just handed in, we decided that their superiority was by no means wholly external.

From this room, Mr. Bjorlee took us to the chapel where we saw, in the order as they came, the accomplishments of the various grades in rhythm work. (Mr. Bjorlee, feeling that the possibilities of rhythmic work were almost boundless in improving the voices and carriages of the children, has himself conducted a class, while he keeps in close touch with the work being done in all the other groups.) As the advanced group "sang" several well-known songs and hymns (with evident pleasure and pride), the force and continuity of their voices were most noticeable. One very interesting fact was the quality and tone of the voices of the children who had had the work from the time they entered school, in contrast to the ones who had such training for only a few years.

Lastly, we were honored by being permitted to "review the troops." Hearing the call of the drums, we went to the main entrance in time to see the cadets marching towards the wide space of lawn directly in front of the school. Mr. Bjorlee told us that no matter how ungraceful or awkward the new cadet, he was never dropped, and that *every* boy in the Maryland school was privileged to have this opportunity of exercise which brings poise to the carriage, and a well and strong body.

Can you picture a company of blue-uniformed cadets, standing at attention while the colors pass by, on a stretch of velvet-like grass between two columns of stately trees, and the sunshine beaming

upon it all? Such a picture as this brought to a close our pleasant visit to the Maryland School for the Deaf.

THE POINT OF VIEW

College Professor:

Such rawness in a pupil is a shame.
Lack of preparation in the high school
is to blame.

High School Teacher:

Good heavens, what crudity: the boy's
a fool!
The fault, of course, is in the gram-
mar school.

Grammar School Teacher:

From such stupidity may I be spared:
They send them up to me so unpre-
pared.

Primary Teacher:

Kindergarten blockhead! And they
call
That preparation. Worse than none at
all.

Kindergarten Teacher:

Such lack of training never did I see:
What kind of woman must the mother
be!

The Mother:

Poor helpless child—he's not to blame:
His father's people all are just the
same.

—*The Western Pennsylvanian.*

THE WONDERS MEET

Under date of January 21, the papers carried a dispatch from Madison, Wis., which said:

Willetta Huggins, sixteen years old, blind and deaf girl of Janesville, and Miss Keller, blind, deaf and formerly dumb, conversed with each other here last night, placing their hands on the face and chest of each other to interpret the vocal sounds.

Miss Keller, famed for her accomplishments despite the absence of two senses, and Miss Huggins, who has become widely known as a result of what is said to be her ability to distinguish colors by her sense of smell, were able to understand one another without aid.

Miss Keller said of the girl that she was "delighted that the power and gift of her spirit have been so marvelously developed, and I look forward to her helping others to realize what they can do if they work long enough. There are many marvelous things in the world, but nothing so wonderful as the adaptability of a human being."

—*The Silent Hoorier.*

THE MENTAL EFFECT OF FOLDED HANDS

BY SARAH JORDAN MONRO

THE class was in charge of Miss X, one of the most particular, painstaking persons among a large corps of teachers in a certain school, when a visitor was announced at the door of the school-room. Each and every child sat with his feet close together and his hands tightly clasped, except John and Mary, whose hands lay in their laps and their feet in a comfortable, natural position.

When the visitor entered, Miss X glowered at the two presumably great offenders, raised her eyebrows and pursed her lips. John and Mary at once stiffened their muscles, placed their feet close together in a most unnatural position and tightly folded their relaxed hands. The other pupils increased their energies, because they all knew that Miss K would smile her approbation. She ran her eyes over the class and beamed with great satisfaction, for she was sure the visitor would consider her a fine disciplinarian.

The stranger saw at once from an exercise written on the blackboard that the lesson was upon speech and voice training, and she could not help showing her disapproval by a slight frown.

Why was this, someone asks. Surely a teacher must have attention and order. That is true, but to do the best work in whatever branch of study the mind must be free to think, and it cannot possibly be free when the muscles of the body are hindering its action. The mental must dominate the physical.

"Power flows through relaxed muscles and nerves." Meditate well upon this truth. Upon this also, "Tension expells power." Think of the many instances in everyday life in which the action of the brain is hindered by constricted muscles. When a teacher urges "very great care" in the use of the pen, the child often grasps it tightly with unnatural energy, stoops over with narrowed shoulders and, her mind intent upon forming the letter, writes with a cramped hand. The Palmer method of penmanship seems to have the right idea in mind in the free, easy use of the hand and arm

as it teaches the principle, "in and out the sleeve," an exercise which those who use this system will recognize. There is no cramping of the hand in holding the pen, but a free hand is guided by a free mind, so too, as the arm swings in making the scrolls, the feeling of perfect freedom is experienced. What is freedom? We are told that it is the ability of an agent to carry out the intention or purpose of its being,

The importance of the training of the breathing muscles is either not comprehended or in some of our schools, neglected. Some teachers do not have regular breathing exercises because they realize that the air of the schoolroom is too impure to be taken into the lungs in large quantities as in an exercise, but if we cannot have the purest out-of-door air, is it not possible to have the school-room ventilated?

The action of the diaphragm and the intercostal muscles, in fact, the whole breathing apparatus, is controlled by the thoughts, and they cannot act as they should if the body is constricted as it most surely is in the position of many of our pupils whether in writing or in taking an exercise or merely in sitting to listen. Do not understand me to mean that I would have a child sit in a careless, slouchy position, for it is absolutely necessary to produce a good tone that the breathing muscles should have their proper action as they may have if trunk of the body is erect, the lower part of the spine touching easily the back of the chair, and the muscles at rest. This leaves the breathing muscles relaxed, in a condition to inhale and exhale and under the control of the thoughts which should direct them.

An exercise: With the room as well ventilated as possible direct the pupils to stand far enough apart to be able to extend their arms easily from side to side. With chest up and chin up, (not stretched) direct them to extend the arms sideways as if each child realized he was not the little narrow "skin bound self," but a part of the whole universe.

story on the slate and then proceeded to play it out accordingly, spoke well for a clear idea of connected language and pleasurable reading for this class in the years to come! In the intermediate department we saw some interesting work in arithmetic and geography. The last class we saw was one which is preparing to do college preparatory work. It was impossible not to be impressed with the appearance of these boys and girls in their seventeens, for they formed such a superior-looking class. They had completed an arithmetic examination, and after looking over the questions, and their papers just handed in, we decided that their superiority was by no means wholly external.

From this room, Mr. Bjorlee took us to the chapel where we saw, in the order as they came, the accomplishments of the various grades in rhythm work. (Mr. Bjorlee, feeling that the possibilities of rhythmic work were almost boundless in improving the voices and carriages of the children, has himself conducted a class, while he keeps in close touch with the work being done in all the other groups.) As the advanced group "sang" several well-known songs and hymns (with evident pleasure and pride), the force and continuity of their voices were most noticeable. One very interesting fact was the quality and tone of the voices of the children who had had the work from the time they entered school, in contrast to the ones who had such training for only a few years.

Lastly, we were honored by being permitted to "review the troops." Hearing the call of the drums, we went to the main entrance in time to see the cadets marching towards the wide space of lawn directly in front of the school. Mr. Bjorlee told us that no matter how ungraceful or awkward the new cadet, he was never dropped, and that *every* boy in the Maryland school was privileged to have this opportunity of exercise which brings poise to the carriage, and a well and strong body.

Can you picture a company of blue-uniformed cadets, standing at attention while the colors pass by, on a stretch of velvet-like grass between two columns of stately trees, and the sunshine beaming

upon it all? Such a picture as this brought to a close our pleasant visit to the Maryland School for the Deaf.

THE POINT OF VIEW

College Professor:

Such rawness in a pupil is a shame.
Lack of preparation in the high school
is to blame.

High School Teacher:

Good heavens, what crudity: the boy's
a fool!
The fault, of course, is in the gram-
mar school.

Grammar School Teacher:

From such stupidity may I be spared:
They send them up to me so unpre-
pared.

Primary Teacher:

Kindergarten blockhead! And they
call
That preparation. Worse than none at
all.

Kindergarten Teacher:

Such lack of training never did I see:
What kind of woman must the mother
be!

The Mother:

Poor helpless child—he's not to blame:
His father's people all are just the
same.

—*The Western Pennsylvanian.*

THE WONDERS MEET

Under date of January 21, the papers carried a dispatch from Madison, Wis., which said:

Willetta Huggins, sixteen years old, blind and deaf girl of Janesville, and Miss Keller, blind, deaf and formerly dumb, conversed with each other here last night, placing their hands on the face and chest of each other to interpret the vocal sounds.

Miss Keller, famed for her accomplishments despite the absence of two senses, and Miss Huggins, who has become widely known as a result of what is said to be her ability to distinguish colors by her sense of smell, were able to understand one another without aid.

Miss Keller said of the girl that she was "delighted that the power and gift of her spirit have been so marvelously developed, and I look forward to her helping others to realize what they can do if they work long enough. There are many marvelous things in the world, but nothing so wonderful as the adaptability of a human being."

—*The Silent Hooter.*

THE MENTAL EFFECT OF FOLDED HANDS

BY SARAH JORDAN MONRO

THE class was in charge of Miss X, one of the most particular, painstaking persons among a large corps of teachers in a certain school, when a visitor was announced at the door of the school-room. Each and every child sat with his feet close together and his hands tightly clasped, except John and Mary, whose hands lay in their laps and their feet in a comfortable, natural position.

When the visitor entered, Miss X glowered at the two presumably great offenders, raised her eyebrows and pursed her lips. John and Mary at once stiffened their muscles, placed their feet close together in a most unnatural position and tightly folded their relaxed hands. The other pupils increased their energies, because they all knew that Miss K would smile her approbation. She ran her eyes over the class and beamed with great satisfaction, for she was sure the visitor would consider her a fine disciplinarian.

The stranger saw at once from an exercise written on the blackboard that the lesson was upon speech and voice training, and she could not help showing her disapproval by a slight frown.

Why was this, someone asks. Surely a teacher must have attention and order. That is true, but to do the best work in whatever branch of study the mind must be free to think, and it cannot possibly be free when the muscles of the body are hindering its action. The mental must dominate the physical.

"Power flows through relaxed muscles and nerves." Meditate well upon this truth. Upon this also, "Tension expells power." Think of the many instances in everyday life in which the action of the brain is hindered by constricted muscles. When a teacher urges "very great care" in the use of the pen, the child often grasps it tightly with unnatural energy, stoops over with narrowed shoulders and, her mind intent upon forming the letter, writes with a cramped hand. The Palmer method of penmanship seems to have the right idea in mind in the free, easy use of the hand and arm

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With this thought in mind, he unconsciously opens the breathing and voice passages by relaxing and gets a sense of largeness which does away with all tightening of the vocal and speech organs.

It is said that constriction, and exaggeration, which usually causes constriction, are the arch enemies of tone and speech work. Experience has shown that this statement is true.

While relaxed and thinking as we have indicated, direct the pupils to take a deep breath and say large open vowels. For instance, think largeness, inhale, say *ou*; repeat the condition and say *o-e*; repeat, and say *ar*. Then with the thought of largeness and distance, inhale, say "far, far away" at the same time extending the arms as if making the gesture for "far away." Then following the same preliminary steps, "Joy, joy, my task is done, the gates are passed and Heaven is won." Get the real feeling of joy.

Another selection with open vowels is suggested. Take the preliminary steps—think largeness and take a deep breath—then say "Blow high, blow low, not all thy snow can quench our hearth-fire's ruddy glow," stopping to take a long, deep breath before each line. This is a very beneficial exercise if carefully conducted.

Other exercises may be taken with benefit, emphasizing the thought of largeness, openness and distance which relaxes, opens and gives out the tone.

Allow me to quote from a well-known writer and teacher of the voice, Dr. S. S. Curry, who says, "If we examine a musical instrument we find three necessary parts performing three distinct functions. In a piano, the motive power is applied through the keys, the length and tension of the strings give the primary vibrations and the vibrations of pitch which may be called the tune. The sounding board and in fact the whole instrument furnishes the secondary vibrations which distinguishes the piano from all other instruments. This may be called the 'tone.'"

In the violin the initiatory force is given by the bow, the length and tension of the strings produce the "tune," while all parts vibrate in the "tone." In

the human voice the same three functions are found. The parts controlling the breath; the diaphragm, the thorax and all the inspiratory and expiratory muscles furnish the motive power, the cartilages and muscles of the larynx by changing the length and tension of the vocal bands produce vibrations of pitch such as inflections, the vocal form or tune. The pharynx, the tone passage and the chambers connected with it, and indeed the whole body, with every change of muscles caused by a diffusion of emotion, vibrates sympathetically, producing the secondary vibrations of the "tone." It is necessary to train the parts performing these three functions in order to increase their efficiency. The parts furnishing the motive power! How can they perform the purpose for which they were intended if the muscles are constricted? Remember that, "Freedom of an agent is the opportunity which it has of carrying out the intentions of its being." How can the vocal bands change their length and tension and produce variations of pitch, all of which is under our control, if we allow the muscles to be constricted? How can the pharynx, the tone passages, and in fact the *whole body*, with every change of muscles caused by the diffusion of emotion "vibrate sympathetically" when the mind is not free to control them? If all of our teachers would consider this *very important* matter of the harmful effect of constriction of the muscles and make a study of the mental effect of constricted muscles and the freedom of the mind in its influences upon our tones and upon our general speech, they would find it a very interesting as well as an important study, and one which would show good results in the tone and speech work.

The National Society for the Study and Correction of Speech Disorder will hold its annual meeting as an allied association with the National Education Association, that meets in Boston from July 3 to July 7, 1922. The Society will meet every afternoon during the N. E. A. session. Each afternoon will be taken up with formal papers by officers and Massachusetts speech teachers. Then there will be ten five-minute papers open to general discussion. There will be a demonstration with maps and charts showing the progress of the American Movement for Speech Correction from coast to coast.

QUINCY MCGUIRE

QUINCY MCGUIRE, principal of the Albany Home School for Oral Instruction of the Deaf died at his home on Pine Avenue, Albany, N. Y., on February 7. His last illness, while short, was brought on by long months of faithful and untiring service laboring under the trying conditions occasioned by the War, with no vacation for several years.

Mr. McGuire was cousin to Mr. Zerah C. Whipple of Mystic, Conn., one of the earliest promoters of the teaching of speech to the deaf. His active association with the deaf dates back twenty-five years, when he first entered the work as business manager of the Albany School where his sister, Miss Mary McGuire, was then principal. When Miss McGuire's health became impaired about ten years ago Mr. McGuire was appointed principal in her place.

Through all these years he has given his life in devoted service to the interests of the school. To the pupils he was more than principal. A man of unusual gentleness, he took the place of father, advisor and friend to every child under his care.

Not only in the school and in his home is Mr. McGuire sadly missed but in the community at large. For while working to the limit of his strength in his business

he yet put much of himself into his church and neighborhood life.

Besides his widow, Mrs. Eve Ritchie McGuire, Mr. McGuire leaves one son,

QUINCY MCGUIRE

Ritchie Q. V. McGuire, who has been appointed to take his father's place as principal of the Albany School.

—CONTRIBUTED.

THE EDITOR'S ABSENCE

THROUGH the generosity and foresight of a member of the Association, it has been made possible for the editor of THE VOLTA REVIEW to cross the Atlantic this summer, pay a restful and inspiring visit to various countries, and meet some of the European educators of the deaf who are conversant with the work of the Volta Bureau.

Miss Anna L. Staples, of Boston; Miss Betty C. Wright, of Washington; and Miss Helen Shattuck, of the University of Vermont, will also be members of the party, which will sail from Montreal on June 24.

In the editor's absence, the affairs of the Volta Bureau and THE VOLTA REVIEW will be in charge of Miss Mary C. New, the assistant editor, and a com-

petent corps of assistants. Miss New, who has been associated with the work of the Volta Bureau for more than a year, is a trained teacher of deaf children, with a record of excellent service in the North Carolina, Florida and Alabama Schools. She is familiar also with the work for the hard of hearing, being a most helpful member of the Speech-Reading Club of Washington and of the American Federation of Organizations for the Hard of Hearing.

The Friendly Lady is also planning a vacation in Europe, and expects to sail on the seventeenth of June. She hopes to have no interruption in the work of the Friendly Corner, though some of her correspondence may have to be temporarily neglected.

A CORRECTION

Miss Louise Howell, of Cleveland, wishes to correct a statement attributed to her in the recent report of the Boston Convention of the Federation (*VOLTA REVIEW*, March, Page 87). Miss Howell was quoted as saying that group work in lip-reading, properly conducted, was more helpful than private work. She says:

"What I actually said was: there are advantages to be derived from class work (*large* class) that cannot be had in the private lesson; i. e. the feeling of isolation is forgotten; it helps to overcome fear and develops alertness. The private lesson is unquestionably the better way to obtain maximum results."

NEVER SAY DIE!

It is my hope that I may be able to set forth this experience so that it may be of some use to others. Surely we all have so many things in common—have struggled; have been hurt; and yet have managed to laugh together—that where one has been helped, another may be.

You have all probably met the ultra-honest ear specialist who will tell you, "We really know less of the pathology of the ear than of any other organ." Let that be a sign of good cheer for you, not disheartening. For then you can experiment, hopefully.

My particular cross has been designated as that familiar catarrhal deafness which so many know, but also there has always been a suspicion of the dreaded oto-sclerosis, which is pronounced irrevocable. But I have learned never to say "irrevocable," and this is the how and why of it.

Some of you know all too well the soul-trying stages of failing hearing, the thickening of the fog about one's ears, the growing fatigue of straining to catch the cue. There is no need to detail it all to you; for once, I have an audience that understands.

Too often, at this stage, we cover our first fierce rebellion with a hard-won resignation. But my most urgent prayer to you is, "Never be resigned!" For

here is where fate showed me a very miracle. Having become so deaf that I was largely dependent on such lip-reading as I could master, I was also trying out an acousticon for musical things. Then, rare good-fortune sent me on a long ocean voyage. It took thirty days to cross the Pacific on a slow-going Army transport, with nothing to do but sleep and eat and rest; and then the miracle began, for I could hear better and better. By the time I reached China and went up to Tientsin, which is comparatively high and dry and most favorable, my hearing was almost normal.

I don't need to tell you the glory of it; to be able to hear bird calls, or violin notes, or confidential remarks again. It seemed too good to last, but it has lasted for some six months now, and bids fair to continue if nerve fatigue can be avoided.

So there, friends, is the crux of it all: if your deafness is in any way dependent upon nerve functioning, bear my lesson in mind; there is no such word as "irrevocable."—MARY LEE POPE.

LIP-READERS CLUB AT GALLAUDET COLLEGE

A lip-reading club was recently organized. The election of officers resulted as follows: Clarence Baldwin, '23, president; Doris Balance, '25, vice-president; Robert Fletcher, P. C., secretary. The purpose of the club is to keep up interest in lip-reading among the undergraduates by giving the members an opportunity to practice on difficult lips. About thirty enrolled. Speakers will be invited to address the club for fifteen minutes every Monday night.

—*The Deaf-Mutes Journal*.

TO A LIP-READING TEACHER

(An Appreciation of the Work of Miss Mary Dugane)

You heal our soul—by building faith
In self, first in our tortured brain
From which grows confidence in others
By building faith, again.
And then you give new threads to weave
A bright new warp and soothe our soul;
For work will never bring a smile
Unless one feels his work worth while.
His life part of the Goal;
A bright new warp is ours to plan
A pattern for non-hearing man.

—ELIZABETH H. THOMAS.



THE RIDDLE

BY SAUL N. KESSLER

The fly, the bug, the beetle,
And every other pest,
I've pondered oft their riddle
But never really guessed.

'Tis harder still to fathom
Why God created such
An awful lot of people
Who wouldn't be missed much.

The man who yells in your ear,
What right has he to live?
I wish I knew the answer,
But alas, I've none to give.

THE BOSTON GUILD

A delightful Mother Goose Party was given under the auspices of the Recreation Committee of the Speech-Readers Guild of Boston, on the evening of April 1, in the Guild House. Many famous characters of childhood days were cleverly represented, our president making a charming Mother Goose.

While all who appeared in costume gave excellent impersonations, your correspondent thinks that if prizes had been given, the men members would have won first honors. Simple Simon, Humpty-Dumpty, and the Hot Cross Bun Man deserve special mention, as indeed they received special attention from all who were present.

A grand march, led by Mother Goose, in which all the guests joined, was the initial feature of the evening, and recitations, impersonations, and games followed, concluding with the Virginia Reel, wherein Simple Simon,

Old Mother Hubbard, the Queen who ate bread and honey, and all the rest of the Goose family chasséed together in true democratic style. Then followed light refreshments, served in the dining-room.

It is gratifying to know that our Guild parties are increasing in popularity, and that there is a corresponding increase in the attendance. We deafened folk need all the fun we can make for ourselves and others. Let us remember "there is a time to laugh"—and let us forget the rest of the quotation, which shall not be given utterance here.

—CONTRIBUTED.

THE CLEVELAND CLUB

Arrangements are being made to have the clubroom open daily, with one of the members in charge, so that it will be possible to "drop in" whenever one feels inclined.

A series of informal suppers have been the means of creating sociability and developing interest.

One of the men in the club has boosted with the following verses:

The Lip-Readers' Club is a merry old tub
That rocks on the waves of the ether;
For the waves of the air sent to those who
don't hear
Our club puts with things quite beneath her.

So merry we'll be as we float on the sea
On the topmost surf of the ether;
And racing the light and as rapid as flight
The ripple of lips and of laughter
Shall skim the white waves to publish each
craze
That shows up our club as a racer.

The breezes that blow are the hopes that will
flow
In the minds that discover their chances
And haul up their sails to fly on the trails
Of those that read waves of the ether.

—ARTHUR CROSSLAND.

BALTIMORE ORGANIZES

A recent letter from Miss Avondale N. Gordon of the Muller-Walle School in Baltimore announces the formation of the Speech Readers' Guild of Baltimore. Further news of the organization was brought to the Volta Bureau by Miss Nora Downing, a recent graduate of Miss Gordon's normal course. Great interest is felt in the guild, an account of which will be given in the near future with a list of officers and activities.

A SUMMER CAMP FOR LIP-READERS

Miss Olive E. Harris, of the Redlands School of Lip-Reading, is conducting a summer camp for lip-readers in the San Bernardino Mountains of California, 5,000 feet above sea level. Lessons and classes in lip-reading are provided, and the many attractions offered should make the experiment a successful one.

FRIENDS OF "OUR MAGAZINE"

The following is the list of subscribers who, from February first to May fourteenth, expressed their co-operation by sending new subscriptions. We wish to thank all who are helping, for their interest in the cause.

Speech Readers Guild of Boston.....	5
Mrs. Mary Allis.....	4
Pittsburgh League.....	4
Miss Martha E. Bruhn.....	3
Miss Emma B. Kessler.....	3
Miss Laura A. Davies.....	3
Miss Betty C. Wright.....	3
Nitchie School.....	2
Mrs. Ballinger.....	2
Miss Louise Wimsatt.....	2
Mrs. Brooks Shackley.....	1
<i>Silent Worker</i>	1
Miss Sarah W. Jenkins.....	1
New England School of Lip-Reading.....	1
Globe Phone Company.....	1
Mrs. Glen MacCaddom.....	1
Miss Avondale N. Gordon.....	1
Miss Helen N. Thomas.....	1
Cleveland Club.....	1
Miss Gertrude Torrey.....	1
Mr. Stevens (of New Zealand).....	1
Mrs. V. O. Randal.....	1
Newark League.....	1
Mrs. Jennie U. Boyer.....	1
Mrs. J. E. D. Trask.....	1
Mrs. H. L. Maguire.....	1

CONVENTION OF SOCIETY OF
PROGRESSIVE ORAL ADVOCATES

Washington University Medical School,
St. Louis, Mo.

FIRST SESSION—Thursday, June 15, 9:30 A. M.
Reception and Registration.

Address of Welcome—Hon. Henry Kiel,
Mayor of St. Louis.

SCIENTIFIC PROGRAM

President's Address: Dr. Max A. Goldstein,
St. Louis, Director, Central Institute for
the Deaf.

Demonstration: Acoustic Training—Mrs. J.
H. Rodgers, Miss E. Grow, Central Insti-
tute.

Demonstration by Pupils of the Missouri
School, Miss Evelyn Humphreys.

SECOND SESSION—Thursday, June 15, 2:30 P. M.

Paper: The Treatment of Stuttering, Dr.
Smiley Blanton, University of Wisconsin.

Paper: Speech, Miss Pauline S. Townsend,
Teacher of Expression, Ward Belmont
College, Nashville, Tenn.

Paper: Teaching of Speech, Miss Enfield
Joiner, Principal, New Jersey State School.

Paper: Some Difficulties I have encountered
in Teaching Speech to Deaf Children,
Miss Sudie Hancock, Principal, Oral De-
partment, Texas School.

THIRD SESSION—Friday, June 16, 9:30 A. M.

Demonstration by pupils of the Central Insti-
tute for the Deaf. Directed by Miss Julia
M. Connery, Principal.

FOURTH SESSION—Friday, June 16, 2:30 P. M.

Paper: Language, Supt. John W. Jones, Ohio
State School.

Paper: Language, Miss Amelia De Motte,
Illinois School for the Deaf.

Talk: Geography, Miss Margaret J. Steven-
son, Olathe, Kansas.

FIFTH SESSION—Saturday, June 17, 9:30 A. M.
Business Meeting.

Demonstration: Miss Mildred A. McGinnis,
Teacher in charge of Department of Cor-
rection of Defects in Speech, Central In-
stitute.

Tests: Dr. G. B. Smith, Psychiatric Depart-
ment, Washington University, Physics of
Sound, with Experiments, Dr. Pyle,
Washington University.

Lip-Reading Demonstration: Conducted by
Miss Lula May Bruce, Teacher in charge,
Department of Lip-Reading for Adults,
Central Institute.

Demonstration: Miss Willetta Huggins, Blind-
Deaf girl from Janesville, Wis.

ACCEPT THE PLACE DIVINE PROVIDENCE
HAS FOR YOU

To accept the place Divine Providence has
for us is to be reconciled to our lot in life: to
be determined to make even what seems a
stumbling-block a stepping-stone; not to want
someone else's opportunity, inheritance, place,
or position, but to be able to see our own
possibilities. To accept the place is to be our-
selves, to know ourselves, and to trust our-
selves. It is only as we take this attitude that
we can develop and make life a power.

Early in life one should get this viewpoint.
No doubt, in the early years of Helen Keller,
the parents saw beyond all of little Helen's dis-
advantages, and later this same spirit was in-
stilled into the mind of the child. It is said
that during the late war a blind woman knit
the most perfect sweater that was handed in
to the Red Cross.

Many of our soldiers who have been
wounded and suffered the loss of one or more
members of the body are overcoming their
handicaps and are making themselves as use-
ful, and in some instances more useful, than
ever before.

When Zaccheus, the man of little stature,
wished to see the Master, who was in the
midst of a throng, he did not sit down and
grieve because he could not see over the heads
of the crowd, but surmounted the difficulty by
climbing a tree. When Paul found that he
could not get rid of his "thorn in the flesh,"
he said that he would glory in his weakness.
It is the law of Nature, that she seeks to
balance herself: when one thing is taken from
her, another is given.

That God has a specific plan for each of us,
that he wants us to know the plan, and will
help us carry it through, are facts that should
fill us with awe and make us strain every
nerve to run the race successfully.

So let us courageously, proudly, joyfully,
trustfully accept the place Divine Providence
has for us. The arms of the world are out-
stretched to people who thus view life.

—ANNA TUCKER.

THE VOLTA REVIEW

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D. C.

"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—Bacon.

Volume 24

JULY, 1922

Number 7

WHY NOT PANTOMIMES?

BY LOUISE I. MORGENSTERN

RECENTLY, on an evening, there were presented in one of the best known theatres of Berlin, Germany, two pantomimes, *The Bajazzo* (after the opera of the same name) and *The Adventure*. Being on the spot and naturally interested in a form of entertainment where ears were not essential, I was among those present. Mimicry and gestures, as well as pantomimic dancing, came to their fullest expression, to the highest development of the art; and although the faint musical accompaniment failed to reach me, I greatly appreciated the splendid performance with its direct appeal to eye and mind.

In my childhood, when living in Vienna, Austria, I had first occasion to attend a pantomime. I remember distinctly the title—it was *Jean Mayeux*, rendered from the French—and also the enthusiasm with which we children followed the adventures and vicissitudes of fortune of the poor little hunchback, the hero of the play. Since then, having arrived in the land where neither tone nor tune enters, I often recollect the circumstance and wish that pantomimic plays, now pretty much a "lost art" would come into favor again, so that the deafened need not be dependent to such an extent on moving pictures, often more or less inane, for their diversion.

Looking over some literature on the subject, I find that pantomimes were much in favor with the ancients of Greece and Rome. It is said that the tales of the love affairs of Adonis and Ares with Aphrodite, and those of Zeus, the life and adventures of Bacchus,

the deeds of Hero, Heracles, Hector, Achilles, Paris, etc., furnished the themes for many pantomimic performances. Their attractions made them the chief form of amusement to the Romans and Spartans. Far into the time of the Byzantines there was shown a preference for them that amounted nearly to passion. Almost in every town of Italy the seductive mimic plays found entry; they were not confined to the theatre alone, but even in private gatherings, at banquets and on similar occasions, the wealthy Romans entertained their guests with these plays.

Coming down to more recent times, I find that pantomimes have been performed occasionally on the continent on the professional stage, and also by amateurs; at least I discovered a few books on the subject with casts for dilettantes. In one of them the following directions are given to amateur players:

"As regards the execution of pantomimes, the actors need not imagine that the mute play is so difficult. Let every performer follow the natural gesture as it can be observed with lively speakers or professional actors, and the pantomime is finished. Some conventional sign, to be sure, must also be used as aid, but this lies in the nature of things. These signs can be restricted to the description of persons; the peculiarities of the individual performers will serve as their characteristics. For instance, one will designate a player with a prominent moustache, as he enters or is about to enter, by a descriptive gesture; another by his whiskers; a third by his bald head,

etc. In a similar manner one finds peculiarities with the women players, either in their coiffure, their dress, their size, etc."

There ought to be a number of plays on the American stage in simple style with small casts, that would lend themselves readily to expression by gesture alone. The European taste in matters histrionic differs vastly from that of a United States audience—customs, national preferences, etc., play a large rôle. It would remain for American writers and actors, therefore (talents among the hard of hearing to the fore!) to adapt pantomimes from plays or to write new ones that would be appreciated by American audiences.

In presenting the subject of pantomimes, it is not my intention to propose to have them take the place of the spoken play or any other form of amusement of interest to the deafened. My idea is merely to point out the possibility of drawing additional entertainment from them, and perhaps also from tableaux vivants, which are likewise seldom exhibited in the United States. At the ex-

hibition for the hard of hearing held in Dresden two years ago I was charmed by the representation that was given of old folks lore and popular songs in tableaux vivants, accompanied by orchestral and vocal music. You cannot well imagine the happiness in the faces of some of the hard of hearing who listened to the old familiar melodies over the wires of their earphones. Perhaps such a performance could also be arranged in our clubs.

Every form of entertainment planned by organizations for the hard of hearing for their members should have a strong appeal to their intelligent judgment. Just to present something at a party to amuse them, without recognition of the fact that among them there is often a large percentage of persons with refined and artistic tastes, who inwardly may revolt at being "entertained" like people lessened in normal mental faculties, seems a grave mistake. "Try to aim at the sun," said a great man somewhere at some time, "you are pretty certain of falling short of the mark; nevertheless, you will reach higher than if you try to aim at a bush."

CERTAINLY PANTOMIMES

WE HAVE DONE IT!

BY FLORENCE P. SPOFFORD

THOUGH originality can hardly be claimed for anything man does today we all like to plume ourselves on using an idea by auto-suggestion and not by ought-to suggestion.

So the Speech-Reading Club of Washington takes a modest pride (there is such a thing) in recording that of its own impulse it undertook to produce a pantomime, because we felt that we could do it better than a play and present something that would be equally entertaining to the deaf and the hearing audience. It was a bit audacious since, with one exception, we were inexperienced and even green, but audacity paid. It was perhaps a scandalous success, apparently justifying get-rich-quick methods, for though some of us worked hard over it, the fact is that we had only five rehearsals. A very experienced amateur

player when she was asked how many rehearsals we should have, answered, "As many as you can get."

As Miss Morgenstern shows, the pantomime is a very old form of drama. It was the original moving picture, long before the camera dreamed of being in existence. And though it could never compete with the spoken drama, yet within its limits it gives the actors a greater chance to make a dramatic action telling. After all, the thrilling moment of any play is expressed by an attitude, a gesture, a situation, which the words merely explain or prepare for.

The difficulty with pantomime is that explanation in some form is imperative, just as in the silent drama of the screen a bit of story must be injected just so often.

There is no large choice of panto-

mimes simple enough—and not too simple—to be produced by an ordinary club with limited stage facilities. Almost of necessity a pantomime must be obvious in its plot and not try to show too many incidents or too complicated emotions.

In the Chinese pantomime of *Celestial Love*,* which is the Washington Club's first offence in dramatics, the difficulty of explanation is met by the Oriental expedient of the Stage Manager, who strolls on to the stage before each scene and with a deep salaam delivers a short speech outlining what is about to happen.

Here is an important point to watch in the mechanics of the production. The stage ought to have good footlights and the auditorium should be darkened, so that the face of the Stage Manager is clearly seen without shadows. Then it is possible for speech-readers to get something of these prefaces to the scenes. As a further help we printed on the program the briefest possible outline of each scene. Here are the cast and the outline:

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Scene One—Sha Ving's Garden. Ting Ling Loves August Father's Secretary.

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Scene Five—Lovers' Island Home. Rich Suitor's Revenge. Everlasting Bliss.

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This pantomime requires a minimum of stage setting, but there are a number of properties which add much to the effectiveness of the performance if they are really Chinese or well faked. In the first and second scenes the stage requires only the screens which form exits and entrances and the one which is the special property of the Stage Manager, whose bit of business in removing it with a bored air is characteristic all through; the bridge, which consists of two chairs with a board, or even a stick, resting across their backs from which hangs the sign BRIDGE; and a small bench (or two chairs) on which Ting Ling and her maid seat themselves. Everything else used in the scene is carelessly produced by the Stage Manager at the right moment—a chair for the Mandarin, a bunch of flowers for Ting Ling and the bird which amuses the two girls for a time. We found it much funnier to have the Stage Manager run on with a mechanical bird fluttering its wings than to leave the bird to the imagination of the audience.

All the characters with the exception of Boo Hoo appear in this first scene, and the group of five on the stage while the Mandarin dictates to his secretary, his servant assiduously fans him, and the two girls admire the new secretary and the servant, can be made very picturesque by harmonious costuming. If possible

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borrow from travelled and amiable friends genuine Chinese robes for the heroine, the Mandarin and the Rich Suitor. The others must be simply dressed, though a dark embroidered coat for the maid may set off the richer garment of Ting Ling.

If true Chinese coats are not available, do not commit the error of dressing your people in kimonos, no matter how gorgeous. Kimonos are Japanese and pajamas are Chinese. If the costumes must be made (for hiring is costly and unsatisfactory) lining materials in rich plain colors with borders or appliques of cretonne or large-flowered silks make up effectively.

The Stage Manager and Chin Long have pajama coats and trousers in black and dark green or blue, and these may be made of paper cambric. The secretary should have a short jacket and trousers of brighter color with figured stuff about the collar and sleeves, in coloring that will go well with Ting Ling's costume.

The two women look more girlish in short jacket and trousers, unless you have the real Oriental coats for which trousers must be made in harmonizing colors.

The Mandarin ought to wear a long and handsome coat with loose trousers, but the Rich Suitor should be more resplendent in a lavishly embroidered coat and the pleated skirt of equal splendor which is the ceremonial dress of a high caste Chinaman. These can be quite well imitated in sateen and flowered cretonne.

The men all wear heavy white socks (or light tan for bare legs in the servant) and Chinese shoes if obtainable. Otherwise boat-shaped slippers in black or dark color. They have queues easily made by cutting old black stockings in two lengthwise and taking three of the four strips, rolling loosely and braiding them, twisting as you proceed and making them tighter down to the bottom. On the end sew five-inch lengths of shoe string and at the point where these are sewn, wrap the queue tightly with bright red and green silk. The queues are sewed to black or flesh colored skull caps, or in the case of the Mandarin to a close cap of black with a bright red or gold button

on top, and in the case of the Rich suitor to a tall cap of a color to match his costume.

The hair of the girls should be worn close to the head with a coil or flattened roll over the ears and a tight roll low in the back. Of course the hair must be black and if a blond be your leading lady she will have to have a wig. The maid's coiffure is without adornment, but Ting Ling wears a brilliant head dress of bright ornaments with a dangling tassel over one ear, or a wreath of small flowers about her coil on one side of the head.

The fourth scene—the flight of the lovers and the pursuit of Father and Rich Suitor—demands only the boat on the stage. The swift-flowing river must be supplied by the audience. The boat is according to the book “a bench turned upside down,” but we found two folding chairs with the sign BOAT conspicuously fastened on one of them, to be much more effective. The Stage Manager's laborious rowing, by pushing the chair he sat upon and pulling the other by main strength, brought down the house.

The last scene introduces a dance which our leading lady did most charmingly to the music of the *Lullaby* from that fascinating play of the Orient, *East Is West*. The latter part of this scene is Boo Hoo's great act. His stage villainy is a telling bit of drama and should always be worked up with effective “business” of gleaming teeth,

NOTE. As a further hint to clubs, the Woman's Press, 600 Lexington Avenue, New York City, publishes a number of pantomimes of differing requirements. The only one of which we have knowledge is an Egyptian pantomime, *Rameses Dreams*, which is very clever, but requires careful stage setting and lighting to be completely effective. The royalty on this, payable to the author, is \$5, although the text of the pantomime is, like others published by the same organization, 45 cents.

A third pantomime, written and owned by Frank Shay, is called *The Shepherd in the Distance* and is to be acted to the sound of various instruments, mainly clashing beats of drum, cymbal, etc., produced by the Sound Maker, who is the equivalent of the Stage Manager. This would be harder to produce with the necessary precision of action, but it would be extremely effective if well done. Permission must be had from the author to produce it and he is to be reached through his publishers, The Stewart Kidd Company, Cincinnati, Ohio.

testing of knives and then swift action, as he dispatches his unsuspecting victims. The climax of diverting realism comes when the slaughtered lovers appear on opposite sides of the ladder behind a

screen back, and as they embrace, the Stage Manager saunters in and flips over the blank sign hanging on the screen, to show on the other side in huge letters

HEAVEN

TORTURES OF SPEECH-READERS*

BY WINNIFRED WASHBURN AND
GERTRUDE BERGEN

CHARACTERS

Madge Meanwell—Whose path is paved with good intentions.

Ima Speechreader—The innocent victim.

Mary Mouther—Determined to help all she can.

Martha Mumbler—Who does not know what her mouth is for.

Sherman Shouter—Blessed with a good pair of lungs.

Jess Ticulator—Who knows how it should be done.

Sally Sympathizer—The joy-killer.

William Wright—Give thanks for him!

SCENE

Madge Meanwell's living-room, cheery and up-to-date. Tea things are out on a table opposite the entrance.

Madge Meanwell and Ima Speechreader are seated on a divan.

MADGE: It's so lovely to have you here, Ima. Just think! It is *five* years since our happy times in college!

IMA: It's just perfect to be here, Madge, and best of all to be with you. [*Embraces her.*]

MADGE: I'm crazy to show you off to my friends. You're such a wonderful speech-reader now that no one would ever know you were deaf.

IMA: I'm afraid I will disappoint you. Some people are so hard to understand.

MADGE: But these boys and girls won't be hard to understand. They are old friends of mine and they know all about you. I told them you were deaf

and I know they will be sure to speak carefully.

IMA: [*In consternation*] Oh, you shouldn't have done that! I will never be able to understand them now!

MADGE: I don't see why not! [*Restless*] My, it's high time they were here. [*Looks out*] I see Mary Mouther and Martha Mumbler coming up the street now.

[*Enters Mary Mouther and Martha Mumbler. Madge goes forward to greet them. She introduces them to Ima Speechreader.*]

MADGE: It must be awfully cold out, isn't it?

MARY and MARTHA: Yes, indeed it is!

MADGE: Well, take off your wraps, and Ima and I will make you a cup of tea right away.

[*Madge and Ima serve the girls with tea and cakes.*]

MADGE: Oh, here come some of the boys!

[*Sherman Shouter and Jess Ticulator enter and Madge introduces them to Ima. They take their stand over by the tea table with Madge.*]

JESS: My, it certainly is cold out this afternoon. The thermometer on our porch registered three below zero at half past seven this morning. Oh, I beg your pardon, Miss Speechreader. I was saying that it certainly is cold out. [*Shivers violently.*] The thermometer registered three [*holds up three fingers*] below [*points down*] zero at half past seven this morning [*shows seven and one-half on his fingers*]. [*He turns to the table for tea.*]

[*Ima's expression is perfectly blank.*]

MARTHA MUMBLER: !!!????!?!?!?!? ???!? [*She might be reciting a poem (?) but she is saying*] Yes, I saw in the

* Written for, and presented before, the Speech-Reading Club of Philadelphia.

paper that this is the coldest day for eight years and the coldest sixteenth of February on record.

[*Ima bites her lip and casts a look of despair at the audience. When Martha pauses to take breath she says*] Won't you have some cakes? [*She departs to get them.*]

MARY MOUTHER: [*She chews her words very carefully and speaks with extreme exaggeration.*] I am so sorry we are having such poor weather just when you arrive in our city.

IMA: [*The only word she gets is "weather"—the cue!*] Weather? Oh, I love this weather! I'm from the south, you know, and I have never seen snow before. I think it is beautiful! It looks as though all the cotton in the cotton fields was falling from the sky.

[*Madge has been serving tea to the boys. She thinks everything is going beautifully.*]

MADGE: Will you excuse me for a few minutes, please? My maid went off to-day without a word, just when she knew I needed her most. There are some cakes downstairs that I must look after. [*Goes out. Jess takes the cups from Mary and Martha.*]

MARY: My, what a wonderful lip-reader you are! I don't believe I ever met anyone who could read the lips as well as you do. You understand every word I say.

[*Ima looks embarrassed. Martha comes to rescue. She is saying*]

MARTHA: She said, what a wonderful lip-reader you are. She never met anyone who could read the lips as well as you do. You seemed to understand every word she said.

[*But it looks like !!!????!!§§*] [*Ima's embarrassment increases. Sherman Shouter joins in the rescue and shouts the whole message at her.*]

SHERMAN: Miss Mumbler said you were a wonderful lip-reader. She has never come across anyone who can read the lips the way you do. She thought you understood every word she said.

[*Sherman is quite disgusted that his effort has not been successful, so he tries again, this time in Ima's ear, repeating the same speech. By now Ima is ready*

to fall through the floor. Her eyes frequently implore the audience to come to her relief.]

[*Jess Ticatorator, the manly boy, knows he has the solution of the whole problem. He radiates self-confidence from every pore! He marches up and masters the situation.*]

JESS: She [*pointing to poor Martha Mumbler*] says [*points to his tongue*] that she [*points*] thinks [*points to his head*] that you [*points to Ima*] read [*takes a letter from his pocket and pretends to read*] the lips [*points to his lips*] fine—wonderful—marvelous! ! ! [*claps his hands*].

[*Ima wonders what it is all about and shakes her head. They think she is modest.*]

MARY: [*Speaking naturally to anybody but Ima*] My, she's very modest about her speech-reading, isn't she?

IMA: Do have some more of these lovely cakes that Madge made. [*Passes the plate around.*]

SHERMAN: [*As before, at the top of his lungs.*] I say, how would you like to go to a dance some evening while you're here? I know some fine places to go where the music is real loud. [*When this has no effect he repeats it in her ear.*]

IMA: [*Shakes her head doubtfully.*] Will you have some bonbons?

[*Sherman doesn't quite know whether she has refused him or not—so he takes one and chews on it reflectively.*]

JESS: Are you fond of dancing? [*Points to her and dances around by himself.*]

IMA: [*Brightening for the first time*] Yes, I am very fond of dancing.

JESS: Do you hear the music [*points to ear*] or do you feel [*rubbing his forefinger and thumb together*] the vibrations in your feet? [*Points to his feet*] Do you ever hear music through your teeth? Do you ever bite the piano to hear the music? [*He bites the table. Ima looks at him in astonishment and offers him the plate of bonbons with which she silenced Sherman Shouter but Jess refuses them. There is no stopping him. He thinks he is doing finely.*]

JESS: There is a fine band at the

Palace [*writes "Palace" in air*]. You could feel all the vibrations in that band. There is a piano [*Sherman helps him show how all the following instruments are played*] and violin, cornet, cello, flute, trombone, and drum and the leader keeps them all together. [*Be sure the boys exaggerate all these actions to extract all the humor possible from this situation.*]

[*Sally Sympathizer enters, Mary Mouther greets her.*]

SALLY: Hello, there, Mary, am I very late?

MARY: Oh, not so very. Let me introduce you to Miss Speechreader. [*Mouthing*] Miss Sym-pa-thi-zer, Miss Speechreader.

IMA: Madge will be back in a few minutes. She had to go downstairs to take some cakes out of the oven.

SALLY: That's all right. Madge tells me you are deaf, Miss Speechreader. Isn't that too dreadful for anything? I don't see how you stand it. Don't you miss your hearing terribly? Can you hear on the telephone? Can you hear what I am saying now? [*Raises her voice on the last sentence*] Can you hear me now? [*Raises voice still more*] Can you hear me now? [*Almost screaming*] Poor thing! You are deaf, aren't you? [*Pats her*] Perhaps you will get over it. Some people do, although I've heard it is a very small per cent, but maybe you will be one of them.

IMA: Well, it has its compensations, you know.

SALLY: How brave of you to say that! Have you ever been to a specialist for it? And have you ever tried osteopathy or chiropractic or electric treatment? There are so many things. Why, I heard of a woman the other day who has two little things she puts into her ears—you can't see them at all—and she hears perfectly. Have you ever tried them? [*Ima shakes her head sadly. She is feeling very sorry for herself*] Well [*with forced cheerfulness*], you may get over it, you know. I hope so.

[*William Wright enters.*] Sorry I'm so late. I have been out of town and just got back and found the note from Madge telling me to come over to tea.

[*Sally introduces him to Ima.*]

WILL: How do you like this weather? I love to go out in a good snow storm. Madge said you were from the south. What do you think of this snow?

IMA: [*Smiling, beaming, delighted*] I love it! It is so white and cold and stinging!

WILL: [*Laughs*] Say, do you like the movies?

IMA: Yes, indeed; I always enjoy a good show.

WILL: There's a fine show at the Stanley. William Hart in *Lost in the Storm* and there's the best blizzard in it.

IMA: I like William Hart in all his western pictures. I can imagine he would be great in anything like that.

WILL: Say, let's all go tonight if Madge hasn't planned anything else. I'll ask her.

IMA: Oh, I'd like that so much!

[*The others have been watching this dialogue in growing bewilderment. They have dire suspicions . . . They say, each stepping forward*]

MARY: [*Not mouthing*] She's not deaf at all!

SHERMAN: She has been fooling us all.

SALLY: I thought she looked too bright to be really deaf.

JESS: Madge has been playing a joke on us!

MADGE: [*Enters with two plates of delicious frosted cakes.*] What's this I hear about me? Oh, hello, Sally. How are you? And Will is here, too, that's fine. I do hope you folks will forgive me for being gone so long, but I found those cakes all burnt to a crisp and had to make another batch. I knew Ima was such a wonderful speech-reader that you would all get along beautifully together.

WILL: [*It suddenly dawns on him!*] Is Miss Speechreader deaf?

IMA: Yes, I can't hear a sound. I have been reading your lips. You talk so naturally that I can understand every word you say.

MADGE: [*In dismay*] Oh, Will? I forgot to tell you that Ima Speechreader was deaf. I told all the others that she was deaf, but I forgot to tell you!

IMA: That explains everything!

ALL BUT WILL AND MADGE: That Explains Everything!!!

TRIUMPH OVER HANDICAP

BY JESSIE DUFF

"DON'T let anyone pity you. I never think about being deaf. Anyone can achieve as much as I have, but it requires work."

So says Ralph E. Lawrence, who, though totally deaf since he was five years old, is a chemical engineer and a graduate of the Case School of Applied Science at Cleveland, Ohio, at the age of twenty-three years.

He was born in the little town of North Lawrence, Ohio, on February 5, 1899, a healthy, normal child, the son of a sheet metal contractor.

When Ralph was five years old he became ill with measles, by which his ears were affected. Before he recovered from this disease, scarlet fever developed and a few days later diphtheria too attacked him. He had every care that could be secured by his intelligent and loving parents, but he was desperately ill for two months. For one day and night he was unconscious, and when he regained consciousness he was totally deaf.

During his convalescence he crept on the floor like an infant and it was several weeks before he again learned how to walk. This grieved him, and he would sit with a sad face and gaze out of the window because he could not play, but he never referred to his deafness. He read lips naturally from the first and did not seem to realize his loss.

One day he saw a band playing and he said: "Why don't they make any noise?"

His heart-broken parents took him to the best doctors available, although their financial resources were limited. His adenoids and tonsils were removed, which stopped the discharge from his ears, but this was all the relief that medical science could give him. His hearing was gone forever.

The next question paramount in the minds of his parents was, "How can we educate him?" They knew nothing whatever about the deaf, but they could not endure the idea of signs. So they continued to talk to him, keeping him talking, and thus naturally doing the best thing possible.

RALPH E. LAWRENCE AT THE AGE OF SIX

After some investigation they moved to Canton, Ohio, in 1905, where there was an oral class for the deaf connected with the public schools. Ralph attended that class from February to June in the year of 1906.

In the meantime the parents learned of the graded Oral Day School for the Deaf at Cleveland, Ohio, which is a part of the Cleveland public school system and where the deaf are educated through speech and speech-reading. They visited the school, arranged to have Ralph board in Cleveland and he was entered in the Cleveland school in the fall of 1906 at the age of seven years.

He has a happy disposition and was an ideal pupil, unusually bright, studious, and courteous. He learned easily and retained what he learned. Indeed it was a real joy to teach him. His natural tendency to read the lips, and the fact that his parents treated him normally were in his favor.

With his excellent mind he always responded to an appeal to reason. One in-

cident will give the key-note to his entire school life.

After he had been in the Cleveland school some three months his teacher was invited to his home in Canton for a week-end. She was astonished to see how naughty he was, for his deportment at school was perfect. He would not try to talk or read the lips; he would shut his eyes or run out of the room. He was not under the teacher's jurisdiction in the home so she could do nothing, but on Monday at school she talked to him and told him how grieved she was. She explained to him why it was naughty to act that way; that his parents loved him and were sacrificing to obtain the money to send him to school; that they wanted to know what he had learned and it was selfish and unkind for him to shut his eyes and refuse to talk, etc. He was truly penitent and promised never to do so again.

The following Friday, when he started home, she reminded him of his promise, put him on his honor and told him that she would ask him on Monday if he had been a good boy. On Sunday evening when his mother brought him back to Cleveland, she telephoned to his teacher and told her that Ralph had been so good and so different that she finally asked him what was the matter and he said, "I promised Miss —— I'd be a good boy." His mother had thought that the teacher was trying to make her feel happy when she said that he was so good at school, but now she knew better.

The parents, with rare wisdom as well as fortitude, kept in close touch with his work at school and never failed to co-operate with his teachers. They were determined to make him as nearly like a normal person as possible.

For several years he boarded in Cleveland, and then they moved to Cleveland in order to have him at home. Every move was a great expense, for it meant building up a new business in a strange place.

He progressed rapidly but while he was in the seventh and eighth grades it was with difficulty that he was kept in school. He was determined to go to work, and he was repeatedly urged to

listen to people who were older or he would regret it all his life. These patient appeals to his reason led him aright as they always have, and he graduated from the grammar school in 1914, delivering Lincoln's Gettysburg Address as his contribution to the commencement exercises. Thus he completed the eight grades in less time that it takes for the average deaf pupil, having participated in all the activities of the school during that time with great credit to himself and to the school.

When he was about thirteen he was urged to join the Boy Scouts Organization. He did not think that he would enjoy it but he finally decided to try it. The scoutmaster admitted afterwards that he had accepted Ralph into his company with fear and trembling lest the boys would not accept him kindly, but his fears were ungrounded, for Ralph soon became one of the most popular scouts in the company.

In competition with all the boy scouts in the city he won the silver loving cup offered by the Gyro Club for the best friction fire maker. This cup was presented to him by Mr. Kellog, the naturalist, at the Hippodrome in the presence of thousands of scouts. Ralph said, "I could understand every word he said."

While camping with the scouts one summer he asked the scoutmaster to teach him to swim and in the words of the scoutmaster: "I showed him the stroke and told him that I would help him later on as I was busy then. Shortly afterwards I jumped into the water and was astonished to have him come swimming up beside me."

That is Ralph, show him the correct way to do a thing and he does it well without ostentation or conceit. He exemplifies efficiency to a high degree. He has always had the determination to be like other people and do the things other boys do. Is it any wonder that it was a great joy to teach him?

He later became an assistant scoutmaster. He has often said: "I am so glad that I did not stop school in the seventh grade."

In the fall of 1914 he entered East

FIRE BY FRICTION IN 42 SECONDS

Technical High School at Cleveland. He graduated from that school at the age of nineteen with high honors in a class of 156, June 7, 1918. His official high school record credits him with 200½ points, 176 points being required to graduate. His high school teacher stated that his work for the four years was far above the average, in spite of the fact that he received no special assistance. He was not only on the honor roll, but he was in the special privilege class and was a member of the chemistry club, having specialized in that course. He is the second deaf pupil in Cleveland to win a diploma from a standard high school for the hearing.

At various times during his high school career he decided that he did not want to go to college; that when he finished high school he was through; but he was always out-reasoned.

Before arrangements were made for his entrance at Case School of Applied Science he was asked if he were sure he wanted to go to Case and he replied: "I am anxious to go to Case and I think that I can do the work." He was advised

to say just that to the president during the contemplated interview, which he did, and the president, with a pleased smile, replied, "My boy, you shall have every opportunity." Then turning to Ralph's mother he added, rather skeptically, "It will probably take more than four years." They had never had a deaf student at Case and he was justified in being cautious.

So Ralph's credits were sent in and accepted, and he entered Case as a regular student in the fall of 1919 with the determination to become a chemical engineer.

At the end of the first month he was discouraged and said to an ardent friend: "It is all mussed up. I think I shall quit," and his friend retorted, "I think you won't. You are going on through college if I have to stand behind you and push." He laughed and accepted the challenge. However, he was right. The college was somewhat "mussed up" due to the fact that the government was then in control and the free tuition to all taking the military training course had over-crowded the classes.

Ralph was anxious to take the military training and the president told him to enter for it and let things take their course; that it was not under his jurisdiction. As a result, Ralph took the training for two weeks before they discovered his deafness. Fortunately he was placed in the front ranks so he could easily read the orders from the lips. "Then," to quote him, "one day they gave orders from the rear, and so they kicked me out."

He was deeply grieved because he could not serve his country in the late war and often talked in this way: "I don't see why they won't let me go. I can do almost anything that the other fellows can do and I am already deaf. Some of the fellows who go are sure to return deafened, and the guns might possibly restore my hearing," etc.

After he had successfully completed the first semester at Case his mother told him that she was proud of him, and he said, "You can think so if you want to but you don't need to say so."

He continued to progress, receiving some high grades, until the close of his sophomore year when he was conditioned in calculus. This nearly broke his heart. He felt that he had disgraced himself and his family as he could not enter his junior year until he removed that condition. His teacher in calculus was really ill, and Ralph did not like to complain that he was not getting along very well. A number of his classmates failed. He was only conditioned.

However, to make a long story short, Ralph studied calculus at summer school, and then he with several others was tutored for several weeks by an expert teacher. They were required to take three separate examinations in calculus before college opened. On the first test Ralph received 98, on the second 93, and they did not require him to take the third. That was the only difficulty he had and the only tutoring he received during his four years in college.

During his senior year he was one of the leaders in the gymnasium; that is, a sort of instructor over some dozen or so students.

He was graduated from Case School of

RALPH E. LAWRENCE AS HE IS TODAY

Applied Science in May, 1922, receiving his B.S. degree.

The head of the Chemistry Department stated: "Mr. Lawrence has at all times maintained a fair standing in his college work. He seems to comprehend the significance of his work fully as well as most men who have all their faculties. While we have not asked him to make oral recitations, his written ones have shown ample comprehension of the subjects he has been studying. I wish to make known these facts because I think it is quite remarkable that he has been able to make a success of his course here."

He deserves unlimited credit for his achievement. It was accomplished by hard work, for he studied diligently night after night during those four years.

Besides, he has largely earned his own way, having borrowed only about seven hundred dollars.

He is a young man of sterling character, good judgment, and lots of grit. You can depend on him. He does just what he says he will do when he says he will do it, and he does it well. He is ex-

tremely modest about his attainments and says: "Anyone can do as much, if he will only try. It is nothing. I never think about being deaf." He converses easily and naturally and is an expert lip-reader.

He associates almost exclusively with hearing people, and is as much like a hearing person as is possible for one totally deaf. He is secretary of the Speech-Readers' Guild of Cleveland.

This brief sketch would not be complete without paying high tribute to the wise and unselfish devotion of his parents, for they have always coöperated with his teachers and have given him the right kind of home training from the first. This is worthy of note for often the parents of a deaf child do one of two unfortunate things. They either over-indulge the child, through pity, and thus

hopelessly spoil him, or they go to the other extreme and mistreat him. Ralph's parents have always treated him in a perfectly natural way. They have shown great wisdom in disciplining him, and he required discipline when he was a little boy for he has strong will-power.

They have always taken great pains to lead him in the right way and they have made great sacrifices for his benefit. They consistently concealed from him their grief at his affliction, and never pitied him. He owes everything to them and he has proved worthy of their sacrifices.

He is a wonderful example of the right kind of home life combined with the best school training. He has blazed the trail for all deaf boys and girls.

"Example is more forcible than precept."

HOW THE PARENTS CAN HELP*

BY HELEN FAY

MISS GAARDER has asked me if I can suggest any ways in which you parents and we teachers can work together to help our children. I say *our* children because we grow very fond of these girls and boys under our care, and feel that in a way they really do belong to us too.

First of all, I should like to suggest that you visit the children while they are in the classroom as often as possible. As you know, our school hours are from eight until one, and Thursday is visitors' day. I realize that it is not easy for many of you to get away from home in the morning, but if you can arrange, perhaps once a month, to come to see your child Thursday forenoon instead of afternoon, we shall be more than glad to show you just what we are doing, what our difficulties are, and we can talk over together the problems of each individual child.

With the beginners, a visit from the parents is the greatest help in making plain the meaning of "mother" and "father," words that we try to teach as

early as possible, but which we often have difficulty in making the child understand, unless the parents come in person. It is easy to teach *man* and *woman* from pictures and we can show a man holding a baby for *father* and a woman with a child for *mother*, but I am never sure that the idea is clear in the child's little mind until his own mother comes to see us, and I can explain to John himself and to the others that this is John's mother. After that it is plain sailing.

Often a mother says, "I don't like to come in school hours because I am afraid that so-and-so will cry when I leave and interrupt the work." Very likely he will, the first few times you come, but he will soon get used to the idea and love to show you what he can say and do. Another mother tells me she can't leave the baby, and if he comes he will be in the way. Never mind; bring him along anyway, and even if he does interrupt the work for a while we can have a beautiful language lesson about him afterwards. I remember a wonderful lesson we had on twins one time when a mother brought her two-year-old boy and girl to see us, and I am quite sure those children never

* Presented at a mothers' and teachers' meeting, Kendall School, Washington, D. C. Reprinted from *Just Once a Month*.

forgot the meaning of the word when they met it later. It is a great pleasure and inspiration, too, to the teacher to become well acquainted with the parents and to feel that they are interested in the work the children are doing. So do drop in when you can and you will always find a warm welcome.

Another thing I should like very much is a picture gallery—a corner of our schoolroom devoted to a family picture gallery. Photographs or snapshots, it doesn't matter; but I want every member of the family represented from grandfather and grandmother down to the dog or cat. On the back of each picture I should like a description of the person represented; the color of the eyes and hair, the names and ages of the brothers and sisters and any other items that you think might be of interest. So often the children want to tell me about the people at home and what they are doing, but because I have not the necessary data, nor they the language to make me understand, it is often difficult to get their meaning. The pictures would be a great help and of unfailing interest to the whole class and would bring you all closer to your children. A father said to me a short time ago, "Do teach my boy to say and write grand-dad. His grandfather would be tickled to death if he could do that." I agreed to do so, but asked him to send me a picture of the grandfather, so that I could make it clear to the little boy who was meant. The father never sent the picture, and while I tried to explain who grand-dad was, I am not at all sure that he understood. A snapshot would have made it so easy.

I wonder if you busy parents would have time to write to your children once a week, or at least every other week? You have no idea how much it means to get a real letter through the mail, and what material it gives for language work. The youngest children, of course, would not understand much of what you wrote, but with the help of our portrait gallery and other pictures, we could explain to them and they would at least get out of it "letter," "mother," "father," and "home," as well as a great deal of pleasure. Those who have been in school

a year are beginning to write little letters home once a month and from these you can see the style of language they are capable of understanding and model your letters to them on the same lines. I had a small boy in my class two years ago, whose mother wrote him the nicest little letters using very simple language, every word of which he could understand, and yet telling him a good deal of news about things at home. They were something like this:

"Dear —: Today is Monday. The sun is shining. It is warm. Mother and Father love you. We are all well. Baby is asleep now. Brother is in school. We have some baby chickens. They are yellow. Mother wants you to be a good boy. Etc."

This child is older now and his mother sends him longer letters, but always gauges her language by the letters he sends home so that they are simple enough for him to understand.

Just a few words as to what you can do for your boys and girls during the long summer vacations and other times when they are home. Next to moral and physical welfare of the deaf child, our chief aim is to give him an understanding and use of the English language. The average child comes to us at the age of six or seven with no knowledge of his mother-tongue. He does not know that he or anything else has a name. The unconscious education which his hearing brothers and sisters have gained through the ear, during these six or seven years, is to the deaf child a closed book. Think how many times a day the hearing child of eighteen months hears such words as *baby, mother, father, sister, brother*, and such expressions as *come to mother, pick it up, mustn't touch, give it to mama, baby want a drink?* Through constant repetition, his vocabulary grows without any effort on his part. If the deaf child could only *see* a word or sentence as often as the normal child *hears* his, half the battle would be won. This is not possible, but you parents, in fact all the family, have a great opportunity to help your child in this respect. Talk to him all the time. Learn to watch his eyes and grasp every chance to give him

through lip-reading, the words or sentences you think are in his mind when his eyes are on your face. Teach him to get into the habit of looking at your lips as much as possible. He has learned to do this in school and will take it for granted at home if you insist on it. Be sure that the light falls on your face when you are speaking to him; otherwise he cannot see your lips distinctly. I realize that all this takes time and patience and that much repetition will often be necessary. It is much easier to sign to Willie to pick up his coat and hang it in the closet than it is to give him the spoken language for it, but every time you do this you are neglecting to give your child an opportunity to grow mentally. Take the time to tell him the names of things; ask him to get things; tell him to do things for you. Teach him the names of things at the table. Ask him to pass the bread instead of pointing to it. Ask him if he would like some milk instead of signing to him. Teach him to read from your lips the articles of furniture, utensils, etc. Never let an opportunity pass to have your child see spoken language. Picture books, magazines, and advertisements may be utilized for lip-reading practice. Describe the pictures in detail with the child watching your lips, pointing to the different objects as you name them. Later let him point to them as you say the name. I think it would interest your child to make a lip-reading chart at home as we do in school. Hang up a piece of cardboard somewhere and whenever the child learns to read a new word from the lips give him a picture of the object and let him paste it on the chart.

With the small children, I should not advise trying to teach them to say new words or sentences, as the speech work really ought to be done by a teacher of experience. They will involuntarily try to imitate you when they watch your lips, and I should let it go at that. I should be glad, however, to have you go over with them the words they have already learned to say in school and can send you a list of these; a few minutes' drill each day would help to keep them fresh in the child's mind during the vacation. The older children have considerable

speech. Encourage them to use it and at all times insist that they talk as carefully and distinctly as possible.

If your child has any hearing at all, try to train that by saying the words he knows close to his ear in a loud tone. The understanding of spoken language through the ear can be developed by careful and patient training if the child has only slight hearing, but unless this slight hearing is developed, he will soon fail to make use of it.

What I have said thus far in regard to *seeing* language, applies to the orally taught child—those who read the lips and speak—but is equally true of those taught manually. If your boy or girl is one of these, get the manual alphabet and learn to spell on your fingers. Let the child see words and sentences in correct English, either spelled on your fingers or written on paper.

Another point: It is easy through love and mistaken kindness to spoil these children who cannot hear. Parents who insist on obedience, thoughtfulness, and courtesy from the hearing child are inclined to be less exacting in regard to their deaf child. This is all wrong. He should be treated just as his hearing brothers and sisters are, and in no way allowed to take advantage of his deafness. If anything, he should be more strictly trained in good habits, self-restraint, and consideration for others, so that when he is older he can make his place in the world in spite of his deafness. I wonder if you realize what a joy it is to a teacher to have a child in her class who has been taught obedience and self-control at home in the early years before he comes to school.

See to it that your deaf child plays with hearing children, takes part in their games and good times. Do not let him feel that he is different from his brothers and sisters. If he is allowed to feel that his deafness shuts him off from the society and fun of hearing playmates, he is apt to be lonely, self-centered, and depressed.

When you get permission to take your child home during the school year, do not abuse this privilege by not bringing him back at the appointed time; sometimes

an hour or two out of school seems a small thing to you, but often it is that very time that the teacher has chosen to present a new lesson, and she either has to postpone the exercise or go over it again a second time for the benefit of the tardy pupil.

The children are given a careful

physical examination in the fall when they enter school. If it is advisable for adenoids or tonsils to be removed, or any other treatments to be given, try to do all in your power to have this attended to without delay, so that your child will not be handicapped by any physical defect that could be remedied.

THE KEY TO THE INNER GATE

BY GRACE MARVIN

WHEN a person who is hard of hearing is invited to join an organization conducted by and in the interest of the deafened, a disinclination to identify himself with a class of handicapped individuals is a first and quite normal reaction. For one has learned that it is a valorous thing to ignore the scars caused by wounds either physical or mental and doubts if this individual supremacy can be maintained in an environment of multiplied suggestions.

This reaction is of momentary duration and is an instructive form of self-preservation, ostrich-like in its simplicity. For experience has taught us that we need the mental quickening gained by social contact and if "what makes a society great is that it is full of people who have something to live for and know what it is," then affiliation with an organization whose aims are vital and positive becomes imperative. These needs of ours are fully met in the declaration of purpose of the society "conducted by those with impaired hearing to serve as a medium for self-expression and to provide incentive and opportunity to overcome the handicap of deafness."

Membership in these organizations brings the possession of "the thing that many of us want most, someone to play with or someone with whom we can work with freedom and self-expressiveness and joy." But personal desires and needs become less apparent as the consciousness of class interests develops. We find leaders who not only instruct and encourage us, but, because they have found the road to victory, make us eager to enroll under their banner.

Whereas formerly we held it a most worthy motive to keep our own plume "unblemished and unbent," now we know that a higher purpose is found in unselfish action under the leadership of one who has found the right to say—"Press where ye see my white plume shine."

So we pass through the door of self-centered thought into the region of class interest, then progress into the wide spaces of brotherhood.

We find guidance not only in our own clubs but from parent organizations and from written testimony in our publications we are strengthened. Literature is scanned for the helpful word, and among all the messages given us possibly the most beautiful is the poem "Vera," by Henry Van Dyke.

The beauty of the poem consists in its spiritual interpretation of the act of restoration of hearing beside the sea of Galilee.

The man capable of so enlightening us is one who has always sought the true meaning of his relationship to others and been ready to give more than he received. He was a loyal son but also a congenial comrade to his father, an ardent lover and husband yet always a comprehending companion, an inspiring father and an eager playmate, a worshipper of Nature and her interpreter. As a teacher and priest, the visions gained on the heights he shared by voice and pen with the seekers after truth.

To us he brings a story in verse—the story of Vera and her search for the key to the inner gate of hearing.

Vera found much beauty in her home and surroundings and was responsive to

the joyous appeal in the changing scenes before her. It was,

A world of many meanings but no words,
A silent world was Vera's home. For her
The inner doors of sound were closely sealed.

She saw the trees with their swaying branches greet the coming of the wind, but heard not their note of acclamation nor the great chorus of their mingling voices. She watched the feathery foam of brook and waterfall and the waves of the sea dashing upon the rocky shore, but all their music was withheld from her.

The birds and animals she loved, to her were voiceless playmates.

The mystery of the link which bound her human comrades one to another, she could not solve. She watched the love-light glow on a maiden's face when her lover bent over her with moving lips. She saw another shrink as from a blow when confronted by one with angry looks and moving lips. She saw a multitude move as one mass following the leader whose lips moved. But most wonderful sight of all was the expression of delight and rapture on the faces of her little world as they gazed on the upturned face of a woman. She stood near a little group of men whose fingers touched strange instruments in seeming rhythm to the moving lips of the woman. But Vera knew not the correlation between music and worship.

So when, by vision baffled and perplexed, She saw that all the world could not be seen, And knew she could not know the whole of life Unless a hidden gate should be unsealed, She felt imprisoned.

. Vera could not rest

Within the limits of her silent world,
Along its dumb and desolate paths she roamed
A captive looking sadly for escape.

At this time in the country where Vera dwelt, there lived a "Master wonderful"—one who, though he passed his days close to the haunts of men, was unknown except to the few who brought their troubles to him with utmost faith that he could help them. Vera came to him, and kneeling,

. She lifted up

The coils of hair that hung about her neck,
And bared the beauty of the gates of sound,
Those virgin gates through which no sound
had passed,

And made them bare before the Master's sight,
And looked into the kindness of his face
With eyes that spoke of all her prisoned pain
And told her great desire without a word.

The Master did not comply at once with her request but thoughtfully considered it. He knew there was a higher gift which he could confer if the suppliant felt the need to ask it of him. But no, this one gift was all her soul craved, so smilingly he touched her ears and said, "Open, fair gates," and Vera heard.

Entering slowly into this domain, the door of which had been so magically opened, came first the troop of softly moving sounds—the whisper of the wind, the twinkling laughter of the brook, the song of birds, and then the human voice. Loneliness was banished and joy reigned now in Vera's life as she tried to interpret the messages and keep attuned to the new harmonies, hoping that now the meaning and mystery of the world would be revealed to her. But no, for she found that all the notes were not of joy. Sorrow and anger made insistent and harsh sounds, but one noise troubled her most of all—that of falsehood, for of all sounds on earth it is the most painful and hateful to the soul.

So again she sought the Master and said,

"Thy gift was great, dear Master,
and my heart
Has thanked thee many times because I hear.
But I have learned that hearing is not all;
For underneath the speech of men, there flows
Another current of their hidden thoughts;
Behind the mask of language I perceive
The eyes of things unuttered; and I feel
The throbbing of the real heart of the world
Beneath the robe of words. Touch me again,
O Master, with thy liberating hand,
And free me from the bondage of deceit.
Open another gate and let me hear
The secret thoughts and purposes of men;
For only thus my heart will be at rest,
And only thus, at last, I shall perceive
The meaning and the mystery of the world."

The Master listened to her pleading voice, then stretched forth his hand and touching her brow, said,

. Thou shalt receive,

Not knowing what thou seekest, it is thine:
The second gate is open! Thou shalt hear
All that men think and feel within their hearts:
Thy prayer is granted, daughter, go thy way!
But if thou findest sorrow on this path,
Come back again—there is a path to peace."

This second gift of the Master opened the gate into a world of never-ceasing sound. Vera heard the murmuring thoughts of joy and sorrow, the musical tones of love and the sharp cries of hate, hymns of praise and wails of woe. This medley at first confused and perplexed her, but soon she became able to trace the source of each emotional tone to its fountain in a human heart. She could interpret the mental language, but her new power brought her sadness. Then she remembered that the Master said he knew a "path to peace" and she sought him again. She found him in a valley beside a spring, and to his question,

"Hast thou heard
Among the many voices, one of peace?
And is thy heart that hears the secret thoughts,
The hidden wishes and desires of men,
Content with hearing? Art thou satisfied?"

"Nay, Master," she replied, "thou knowest well
That I am not at rest, nor have I heard
The voice of perfect peace; but what I hear
Brings me disquiet and a troubled mind.

For out of all the minds of all mankind,
There rises evermore a questioning voice,
That asks the meaning of this mighty world
And finds no answer.

Like an eternal question, vainly asked
By every human soul that thinks and feels.
This is the heaviness that weights me down,
And this the pain that will not let me rest.
Therefore, dear Master, shut the gates again,
And let me live in silence as before!
Or else—and if there is indeed a gate
Unopened yet, through which I might receive
An answer in the voice of perfect peace—"

The Master answered,

"There is another gate—

Behold, I touch thee once again, my child:
The third and last of those three hidden gates
That closed around thy soul and shut thee in
Is open now and thou shalt truly hear."

Then Vera heard, and when the Master asked,

"Dost thou hear?"

She answered, "Yes, at last I hear," and then
He asked her once again. "What hearest thou?
What means the voice of Life?" She answered,
"Love!"

For love is life and they who do not love
Are not alive. But every soul that loves,
Lives in the heart of God and hears Him
speak."

BETTER CLASSIFICATION OF DEAF CHILDREN IN NEW YORK STATE

The Register, of the Rome, N. Y., School, reports the passing of a law by the legislature of that state, making all pupils appointed to state institutions state pupils. "Heretofore," says the Register, "all pupils under the age of twelve were classed as county pupils and were appointed by the supervisors or overseers of the poor and could not, therefore, come under the education department until they reached the age of twelve."

The new bill provides a twelve-year term of instruction for each child, with three additional years in special cases, all expenses to be borne by the state.

The schools of New York State are to be congratulated on the success of their three years' effort to obtain the passage of such a law. Just one thing is lamentable—the use, throughout the bill, of the objectionable word "dumb."

TENTH INTERNATIONAL CONGRESS ON OTOLOGY.

We have received from Dr. Jouet, the general secretary for the section dealing with deaf-mutism, a notice that the Tenth International Congress on Otology will be held at the School of Medicine in Paris, from July 19 to 22, under the patronage of the Minister for the Interior.

A section of the Congress, over which Doctor Grossard, the medical officer of the Paris Institution for the Deaf, will preside, will devote its energies to matters concerning the deaf.

The chief subject for discussion will be the education and training of residual hearing in the deaf.

The subscription, which will entitle the subscriber to a copy of the *Report of the Congress*, is, to teachers of the deaf, 50 francs, and should be sent to the treasurer, Dr. Laurens, 4, Avenue Hoche, Paris (8). Any further information will be gladly given by Dr. Jouet, 245, Rue Saint-Jacques, Paris (5).—*The Teacher of the Deaf*.

MUSICAL NOTE

A very deaf old lady, walking along the street, saw an Italian turning a peanut roaster. She stood looking at it awhile, shook her head and said: "No, I shan't give you any money for such music as that. I can't hear any of the tunes, and besides it smells as if there were something burning inside!"—*The Congregationalist*.

"HE THAT OVERCOMETH"*

BY LAURA A. DAVIES

WINIFRED CARPENTER dropped down on the living-room couch, as dejected a little heap of misery as she appeared.

"Mumsy," she began, choking back the sob in her throat, "if I had to go back to that library another day before vacation I'd die."

"There, dear; you're too tired to see things right this evening." The motherly voice soothed, just as the motherly hand did, brushing back the damp hair from the girl's flushed face. "You do need a rest, I know, and a month out at Aunt Jennie's will do you a world of good. Things will look differently when you come back."

"A month's rest—even a year's rest, if I could get it—would never give back my two good ears. How can I go on this way? They're growing worse and worse. What shall I do, Mother?"

"I wish Mother knew, darling. Tell me what happened today."

"Oh, there were a dozen embarrassing things. But the worst was just before I came home. I had closed the children's room and started to get my hat when a dignified old man came in. Miss Shelley was busy checking out books, so I asked him if I could help him find something. He said, 'Yes, I want to find some books on—' then he mumbled something which sounded like 'some American architecture.' I took him to the architecture section and running over the titles handed him several. He looked at them and said, 'Humph. I asked for agriculture, not architecture, Miss.' I begged his pardon and we trailed across to the agriculture books. He glanced through the index of the first one I selected and then said, 'This may be agriculture but I can't see that there's anything about South America in it.'

"By the time I had stumbled on to the fact that he wanted books on South American agriculture, Miss Shelley had heard his loud talking and came over to us. In her most peppery tones she said,

NOTE: This story won second prize in the recent Trask contest.

'You may take my place at the desk, I will assist this gentleman.' I stumbled back to the desk, my eyes all blurred with tears. I just couldn't keep them back, Mumsy, and I came near upsetting a little old lady with an armful of books. Two boys in the door snickered and every one in the room was watching me. Oh, it was terrible! I got away as soon as I could, and on the way home I happened to think that old man must have been the new member of the Library Board of Directors. It's no wonder Miss Shelley was angry."

"No, dear, but you were not to blame either. The very best thing you can do now is to forget it and run along and get ready for supper. I want you to have a good night's rest for you must be off early in the morning, you know. Your things are all ready in your room."

"You're the best mother in the world and I'm a selfish old pig to be always pouring my troubles into your ears. I hate to go off to the country and leave you here in the August heat."

"Mother wants you to go. But hurry now, supper's ready."

It was three days later that Mrs. Carpenter began to receive the letters which tell the remainder of Winifred's story.

Springdale Farm, August 2, 19—.

"Darlingest Mother:

"I'm the happiest girl in ten states. Something wonderful has happened. But, I'll go back and begin properly.

"Aunt Jennie sent the twins down to the station to meet me because she has a boarder and was busy getting supper. The boarder, Miss Morton, came several days ago. She's from our own city too, so we had quite a chatty time. She's the sweetest thing, and so bright and witty. She knows more funny stories than anybody I ever saw and she knows how to tell them too. I fell in love with her on the spot. Now can you imagine how surprised I was when Aunt Jennie told me this morning that she was totally

deaf? I wouldn't believe it at first and when I asked her about it she laughed and said:

"Yes, it is true that I can't hear with my ears, but I do hear with my eyes, quite nicely, don't you think?"

"Then I asked her if she thought I could ever learn to do it even a little bit, and she said:

"Of course you can. We'll try it together."

"Later in the morning I offered to show her some of the pretty places down in the woods. I noticed she had a book under her arm as we started off, so I planned to find some cool, shady place and leave her there to read. You remember that big, flat rock under the elm trees, by the spring, where I used to lie and read fairy stories? It's more lovely than ever now and so quiet and restful. Miss Morton was delighted and said, 'This is the very place for your first lesson.' Then she opened the book and I saw that it was a lip-reading textbook. After she had explained a lot of things, she told me a little story in the softest voice, so low that I couldn't hear a sound. At first I felt bewildered. It seemed that I must be living some of those old fairy tales over again. But she kept repeating the sentences, till by and by I began to understand and finally followed the whole of the little story. Can you realize what that means, Mother mine? I'm not sure that I can, fully, not yet. Just the possibility of being independent of these bothersome ears is almost too wonderful. I must have time to grow accustomed to it.

"Do write soon, to

"Your Baby,
"WINIFRED."

"P. S. Do you remember that red-headed, freckle-faced little boy, Harrison Parker, who used to play with me when we came out here so often? I remember how he laughed at me because I wouldn't put the wiggling, squirming worms on the hook when we were fishing for minnows. Well, I saw him today, and he's grown really handsome. Who would have thought!—W."

"On the Spring Rock, August 8, 19—.

"Mother O' Mine:

"I've just had my sixth lesson and Miss

Morton left me here on the flat rock to do mirror practice while she went off in search of adventures. I haven't practiced much, but I'll make up for it when I finish this letter. It has been so restful just to sit here and *live*, really *live*. Mother. The air is so still the leaves don't even quiver. And it seems to me the first time for a year that I have felt so still inside. All the anxiety and nerve tenseness seem to have slipped away. I thought of something new a moment ago. I think Miss Morton planted the thought during our lesson but here it is anyway. It is strange that I never thought of it before, but deaf people and blind people and cripples aren't the only ones who go through life with a handicap. Why, Mother, I really believe that everybody has them. Now there's Miss Shelley with that pepperbox temper of hers. I know she would give anything to get rid of it. And Aunt Jennie was telling me about a man, yesterday—he's the station agent here. He has a brilliant mind and several college degrees, but he's a slave to whiskey. It seems that the appetite is something clear outside of his own control. He'll never amount to anything, even though he has other talents so much above the average. Surely, deafness isn't as bad as that. Speaking of college degrees, Harrison Parker told me one day that the lack of them was his handicap. I hardly agree with him there, though, for he has made such excellent use of his time in reading and studying at home that he has a broader education than any college man I know. Why, I feel really ashamed of my college record when I hear him discuss great world problems so clearly and so simply. He's cashier in the local bank and if he could leave his old father and mother even that wouldn't hold him. He'll be a big man some day, and Mother, he's wonderfully interesting.

"Miss Morton has been in the east somewhere studying and is planning to open a lip-reading school of her own when she goes back to the city this fall. Just think, Mumsy dear, she's all alone in the world. She's lived in boarding houses for years. She says she can't even remember her mother. I've been thinking that must be her handicap, grow-

ing up without a mother, because deafness doesn't seem to be a handicap in her case since she has turned it into such a marvelous achievement. She wants to find a studio for her classes down town somewhere and do you suppose we could make room for her to live with us? I want to share my mother with some one who has never had one. I believe she'd love our quiet little home and I know you'd love her. I'll not mention it to her till I hear from you, of course.

"Love from,
"WINIFRED."

"Springdale, August 15, 19—.

"Dear Mother:

"Thank you for agreeing with my plan. I told Miss Morton and she was so grateful. Those deep violet eyes of hers grew all misty and her lips trembled when she tried to thank me. She has such sensitive lips. I've only begun to notice lips. I supposed everybody had pretty much the same sort till I began watching them. There are all kinds and they show character more than eyes, Miss Morton says.

"The twins celebrated their twelfth birthday yesterday with a gay little party. I made their party dresses of pink organdy and they were two dear, fluffy little butterflies. Miss Morton showed them some new games to play and Aunt Jennie made pink ice cream. Harrison came for a while after the bank closed, to pay his respects to the twins, he said. I noticed that he found a great deal to talk to Miss Morton about. It's no wonder that he admires her. Everybody does. I'm sure I do—but—well, never mind, dear, I simply refuse to be jealous. She deserves all that's good and great and wonderful—and that's Harrison, if it's anybody. I think Aunt Jennie noticed, too, for I heard her invite him to our family picnic down on the spring rock Saturday afternoon. He turned to me and asked if we should fish for minnows in memory of old times. Think of his remembering that.

"Aunt Jennie has such a lot of sewing and I'm going to do it for her. I'll feel so much better when I can do something to help. When I told her she said,

'Bless your heart, Honey, I'd be only too glad to get the children's school clothes ready.' You know it's just fun to sew for those roly poly twins. They are such dears to practice with me. They love to test me by whispering Mother Goose rhymes and the memory verses they learned at school. Not a day has passed without a lesson and at least an hour's practice. I know I'm improving for I see such a lot of things and so many people are beginning to talk in the low tones that Miss Morton always uses. Do you know, Mother, I haven't heard her voice since the first week. I know it sounds unreasonable, but it's the truth. Isn't it marvelous? I'm not at all the same blue, discouraged little girl who left you two weeks ago. I think you've lost her forever. You're not sorry, are you?

"Lovingly yours,
"WINIFRED."

"Springdale, August 20, 19—.

"Dearest:

"Your little girl is tired this evening. The day has been so full. Everybody said the picnic was a great success and I suppose it was. We found a late blackberry patch and picked berries to eat with our lunch. They were delicious. So was the lunch, especially the fried chicken. Miss Morton and I pulled the wishbone and had such silly fun over our wishes. Afterwards, while Aunt Jennie and I were packing the remnants back in the basket, Harrison took Miss Morton up on the brow of the hill to point out something about the geography of the country.

"While they were gone I thought I had a chance to slip off down the creek in the opposite direction and give them a chance to have a nice long talk by themselves. I'll confess I did feel a bit lonely and didn't want anybody to see. When I came to the shallow pool, where we used to fish for minnows, I sat down under the old willow tree and dreamed the little boy and girl days all over again. It was absorbing, and I didn't hear Harrison coming till he slid down the bank right beside me, calling out, 'Fishing, Win? I've got the worms and we'll make the hooks if you have two pins.'

He pulled a roll of twine string out of his pocket just as if he had been twelve instead of twenty-seven and bent the pins with just as much care. Then he broke off willow twigs for poles and when mine was all ready he handed it to me and set the can of worms over nearby. I knew he was watching to see if I would put the worm on so I thought I would show him. I took the wriggling thing out of the can and tried. I tried so hard, Mother, but I couldn't. I felt as I always did when the sharp point stuck into the live, squirming thing and I pulled it out every time. He saw, of course, took the pin from my hand and put it on. He didn't laugh, but his eyes had all the mischievous, twinkly light of the little boy eyes which used to laugh.

"We were gay fishermen. He said we should not talk loud as that would scare the fish away, and it would be a fine time for me to read his lips. I tried, and he tried so hard to help me. He tried too hard, I think, making such exaggerated movements that weren't at all natural. So we didn't get on well and I felt so disappointed about it. The only thing I could be sure of was my name. I love to see his lips say, 'Winifred.' It shows so plainly. What a mercy it was that you didn't name me Kate or Gertrude. I'd never know when anyone was saying those names. They scarcely show at all. Throat sounds, Miss Morton calls them.

"After we went back to the spring rock, Harrison went to Miss Morton and they had a long talk together about something that must have been immensely interesting. I went to play games with the twins and have been wondering about it ever since.

"Always yours,
"WINIFRED.

"P. S. Just ten more days of my stay and I want to do so much in that time. I'm practising two hours a day now, one with the mirror and one with the twins, besides the hour of my lesson with Miss Morton, and it's all getting so much easier.—W. C."

"On the Spring Rock, August 25, 19—

"Dear Mother:

"It has been raining. But this morn-

ing is clear and cool, so we came down to the spring rock real early. Everything seems so fresh, and as glad to be alive as I am. Did you ever notice the varieties of color, motion, and light effects outdoors on a morning like this? I have been sitting here watching the sunlight filter through the leaves, flashing back and forth along the sand bank below the spring, and the reflection of light and shadow on the ripples where the spring water tumbles over the pebbles in little cascades. Then a demure little wren swooped down for a drink so gracefully. While she was at it she decided to take her morning bath. Such a splashing, spluttering task as she made of it, flinging out the spray to catch the sunlight and turn it into sparkling diamonds all around her. There's a rhythm in it all that is like satisfying music. Miss Morton says that rhythm, motion, and harmony of color are music to those who do not hear sound. I'm beginning to think I've been half blind all my life and am only learning the use of my eyes. Oh, there's so much more than just lip-movements that I've learned to see in these three weeks.

"Such a storm as we had Monday—all day-lightning, thunder, wind and rain—perfect torrents of rain. It was nearly sunset when the rain stopped and the clouds rolled back from the west just in time to show the sun, like a big ball of fire resting on the horizon. It lit up the sky above, to right and left with the most vivid coral pink you can imagine, shading off at the edges into misty gray and midnight blue. Every window and puddle of water in sight caught and reflected the rosy light. It was wonderful. I was standing on the porch watching it when Harrison came up. With one of his long strides he stepped up beside me and turned back to face the west. 'You needn't talk,' he said, 'it doesn't need words.' So we stood there together and watched it fade, slowly, gradually, into softer tints of lavender, purple, and smoky dull gray, till there was only a faint tint of the afterglow away on the horizon and the evening star came out above it like some rare jewel in a velvet setting.

"Harrison stayed all evening, but most of the time I left Miss Morton to entertain him while I told stories to the twins out in the porch swing. I think she was explaining something about her work and I suppose the plans for her school because I saw books and magazines on the table when I came in and I noticed that he had a roll of magazines in his pocket when he left. He's been back every evening since and I stay out of the way as much as possible. I do want them to be happy, Mother. It hurt inside of me whenever I thought about it very much, so I quit thinking. But now I have a new creed. I thought this out all alone last night after I went to bed with the pretence of a headache. The ache wasn't in my head at all and I knew that it hadn't any business to be where it was so I just fought it down. When I felt all still and restful there in the quiet darkness the thought just came to me that it isn't things but the way we accept things which makes happiness or misery. If that is true about my ears (and it is) then it must be true about everything. So it doesn't really matter what happens any more, for somehow I know I'll be able to grow big enough to meet it and go on being happy. After that I felt so free and unafraid. I suppose that's why everything seems so beautifully alive this morning.

"Lovingly yours,
WINIFRED."

"Springdale, August 29, 19—.

"My Dear:

"Only two more days and I'll be back with you. Yes, I'm glad because there are such heaps of things to tell you and I can never get them all into letters.

"It was Sunday afternoon when I saw Harrison coming up the hill. I thought I'd slip out at the back door and go somewhere for a walk. But the children stopped me, and then I had to go back for my parasol (it was dreadfully hot). By the time I came downstairs again he was in the hall and I had to stop. I told him I would call Miss Morton but he said, 'No, please don't. Let me go with you.' We went down the shady back lane toward the creek. Somehow I felt

dreadfully self-conscious. He was so quiet. I tried to talk, but he wouldn't, so finally I gave it up and we walked in silence till we came to the minnow hole and sat down on the sand. I thought I'd give him a chance to find his tongue so I kept still. He soon found it.

"Do you know what I have been doing all week?" he asked.

"Entertaining Miss Morton more than anything else, it seems to me," I answered.

"I've been learning to talk to lip-readers."

"Then for the first time I noticed that I was reading his lips and had not heard his voice. Of course he'd have to know how to do that if he was to spend his life with Miss Morton.

"You've improved wonderfully. I congratulate you, and better than that I understand you. I'm sure Miss Morton appreciates your efforts," I said, but in spite of me my voice sounded cold and unnatural.

"Don't you?" he asked, and there was so much pleading in his eyes that for an instant I was overwhelmed with the thought of how I would have felt if he had done that for me instead of her.

"I tried to say, 'yes', but I choked on it and I know he saw in my face everything I was trying so desperately to hide.

"Winifred," he said, 'I love you, can't you see?'

"I did see. It was all there in his eyes, but I held him back long enough to say, 'But—Miss Morton—I thought—'

"Yes," he interrupted, 'Miss Morton is fine and one of the best friends we will ever find—but it's you I love, Winifred. It's been you ever since the first time we fished together.'

"And then, somehow, his lips came too close for me to see them any more, but they bore the dearest message they had ever brought.

"Mother, do you suppose I am too happy? Maybe I'll have to grow up more to meet happiness than handicaps. Surely, now the happiest girl in the world is,

"Your own,
WINIFRED."

By mutual confidence and mutual aid
Great deeds are done and great discoveries
made.

POPE.

MY DEAR FRIENDS:

When you read this letter there will be thousands of miles of ocean between us, for I shall have the rare good fortune of traveling abroad this summer. Among the many sights and scenes in foreign lands, I shall still think often of my Friendly Corner friends, and I shall hope that you occasionally think of me. I would that I could take you all with me—on a chartered ship—and give you the time of your lives (wouldn't we have great fun!), but since I cannot do that, I shall try to bring back to you some of my impressions and experiences and pray that I shall be able to tell them so that they will seem almost as vivid to you as they did to me.

There has been quite a bit of questioning lately as to the actual ability (and for that matter, as to the very existence) of a natural lip-reader. Frankly, what is a natural lip-reader? I am going to leave cut-and-dried definitions to your ingenuity and the dependability of the dictionary, and give instead an actual example from real life, which, if you believe in my story, should convince you! Natural ability to read the lips does not arrive as a gift of compensation with which to meet the unexpected misfortune of deafness. It is or is not, a part of your make-up, before deafness arrives upon the scene. I made an interesting experiment this winter upon a young woman who has perfect hearing. She had had no previous experience with deaf

people, and was totally ignorant as to the ways and methods in which deaf people communicate. I told her something about speech-reading, but as she had never seen a totally deaf person read the lips, I knew I could not explain the process convincingly through verbal argument. To be sure, she knew that I was reading her lips all the while, but she attributed a large part of my success to my remnant of hearing. She couldn't understand how lip-reading was done and as she was such a thorough person, I knew the only way to convince her was to experiment upon her. First, we stopped up her ears with wads of cotton, so that she could not hear my voice. Then I proceeded with the first lesson of a course in lip-reading, as though she were a totally deaf person, as she indeed was for the time being. I dropped my voice to a soundless whisper and tried to explain what she was to do. At first she looked bewildered and confused. She had depended so long on her hearing that the sudden absence of sound was all that occupied her thoughts. I urged her a little, and soon she applied herself and exerted all her will-power to the task. To our mutual surprise and astonishment, we passed through one of the most rapid and accurate demonstrations of lip-reading I have ever seen. The first lesson was like a primer to a college graduate. Homophenous words in sentences were like coming up against an unexpected hurdle, but she took the leap in excellent form. I plunged into a difficult story containing many long words that were hard to see on the lips. She sat motionless, watching my lips with the

utmost attention. Occasionally she would nod to show that she had followed the thought of the story. And then without repeating the story, I asked her rapid questions as to the words and contents. Her answers proved that she had followed it as completely as if she had heard the story through her ears. It was a grilling test and we were both tired afterwards, but we proved to my satisfaction that she was a *natural speech-reader*. I do not mean to infer that her ability to read the lips was a sixth sense with which she had been endowed by the fairies. Nor do I wish to infer that she had never watched the lips before that day, and yet when called upon to do so, arose to the occasion in some supernatural way. But I do claim that her case was an example of the fact that lip-reading is largely a *sub-conscious* knowledge of the movements of the speaker's lips, based upon the *habit of close observation* of the movements that go to make the words which are the present medium of human speech.

It is well to find out—by some such test, which any teacher of lip-reading will gladly give you—if you are a natural lip-reader. If you are, what a wonderful and gratifying discovery that will be! If you are not, do not sink into an abyss of despair. An intelligent person does not refuse to take music lessons on discovering that he is not a musical genius and cannot sit down and play snatches of song by ear. By a process similar to scales, five-finger exercises and easy pieces, the average person can train his mind and eyes to follow average conversation as well as the music student trains his mind and fingers to play an average piece of music. Remember there are degrees of skill above and below the average.

Another parallel in regard to music occurs to me. Music has long been recognized as an *art*. A great amount of money is gladly expended to become proficient in this art, in order to have an understanding of its beauty of expression. Not so many people realize that lip-reading is also an art. It is an acquirement requiring skill and practice, but not infrequently, we find deafened people pro-

testing at the expense of taking lessons. They do not seem to remember that whereas music is only an art—a side-line of culture, as it were—lip-reading is infinitely more, as it is a door to greater knowledge and freedom.

I am going to give someone else a chance to talk now. This letter is another testimony to lip-reading.

Last Sunday I had a peculiar experience. I sat between two ladies at Sunday school. I saw the superintendent say "Page 31" and turned to this page, when the lady on the one side told me I was wrong, it was page 35. I turned to page 35 and held this page until the lady on the other side told me it was 31. This happened to be the right number, as I soon discovered. The lady who had given me the wrong page number had normal hearing. Since I did not hear the number when given, I felt this was a score in favor of lip-reading.

The rest of the Friendly Corner for this month will be given to quotations from the first Ring letter of the Correspondence Club of North America, which had *then* only twelve members, but now has twenty-three, the newest arrival being the Detroit League for the Hard of Hearing. This club is composed of representatives of the leagues and clubs for the hard of hearing in the United States and Canada. Only two leagues that I know of have not joined. They know that they are welcome, and I hope that they will (some day) join.

GLEANINGS FROM THE RING LETTER OF THE CORRESPONDENCE CLUB OF NORTH AMERICA

From the Speech-Readers' Guild of Boston:

We shall have completed six years of life as an organization when we hold our annual birthday party on January 20, the last year being lived in our beautiful new home at 339 Commonwealth Ave. This year the Educational Committee arranged the evening classes a little differently from those of previous years. There is no teaching according to a "specified method" but teachers from the three schools of lip-reading are giving their services to all the classes. The Guild has always advocated broad views in methods of teaching, and has strongly urged those who can to enroll with one of the three regular schools in Boston. Our classes are essentially to enable members to pursue their speech-reading practice under congenial and advantageous conditions. Some knowledge of the art is pre-

supposed, for our Guild is not a school, and we wish all members and friends to clearly understand this point.

From the New York League:

All of you, come dance with us on a Thursday night or gather around the tea table with its big brass samovar and gay tea service on a Friday afternoon. We long to share our fellowship with you and nobody shall be left out in the cold street but that futile nuisance called Deafness. . . . We are very much interested in music this winter (they have a brass band) and thanks to our church phones we can hear very well, although one of our dear women says, "I guess Gabriel's trumpet is the only one I'll ever hear!" . . . What about our hand-work shop? It is going strong. . . . Just now we have some new baskets from Florida, the kind every woman wants in the country to carry about her knitting. They were painted by a charming artist member who is staying down there on the gulf and their decorations are gorgeous Florida birds. Then we have most huggable colored mummies and puppies, made by a jolly old chap who is a retired letter-carrier.

From the Jersey City League:

We celebrated our first birthday last October by having a masquerade party, and if the expressions of pleasure and hope of our deafened members meant anything, we can truthfully feel that we are fulfilling one of our pet ambitions. . . . The enthusiastic manner in which our members have gone in for lip-reading was evidenced at the recent lip-reading contest held in the New York League rooms, when the Jersey City League had the honor of winning the beautiful championship banner. That we are going to be ardent competitors for the cup next spring goes without saying.

From the Newark League:

Only those with impaired hearing can appreciate what the resumption of social life through our leagues means to the deaf. For man is a gregarious animal, but when deaf, prefers to be a solitary one rather than endure the humiliations caused by the unthirking and the unkind at social functions. At our meetings, however, we forget the embarrassments attendant upon our affliction, and use lip-reading, hearing devices, or frankly shout into one another's ears as if we had always used these modes of communication. And to me the most wonderful thing is not that we "drink of the waters of Lethe for awhile" and are happy, but that our meetings can produce, to quote President Harding, this feeling of "normalcy."

Do you wonder, then, that we are looking forward to the time when we can capture and strengthen this feeling by more frequent meetings in our own quarters?

From the Speech-Reading Club of Philadelphia:

Of course you all know that now we own

our own clubhouse, and are we proud about it? Well, you may just believe we are. Pretty good for a club just three years old, don't you think so? We may not be old in years, but in experience and boosting—Oh, my!! . . . One of the finest features of the club is the Speech-Reading Bible Class, which is an organization of its own, not connected with the club, but holds all of its meetings there. It meets every Sunday afternoon from four to five o'clock and many of you can well imagine what that means to us to be able to understand what is being said without straining every nerve as is often the case in church. How many of you have these classes, and do you not find they are a great comfort and help to the members?

From the Speech-Reading Club of Washington:

One meeting early in the month is for club business, followed by a social hour, and another about the middle of the month is entirely for fun. At the latter meeting we have been having a short talk on the different people who have done much for the deaf—mainly those now at work and whom we may know personally, like Mrs. Porter, who gave us a beautiful desk for our clubroom and who is coming to see us and talk to us herself next month. After the talk, our social meetings are given to "get-together games," guessing competitions, and impromptu tableaux with no properties but sheets, old hats, and a paper of pins. Such dramatic capacity has been shown that we are planning a wonderful Chinese pantomime and perhaps next year we, too, will have a dramatic club.

From the Toledo League:

We are less than three years old but a lusty child and growing fast. In fact, we have grown so fast that we feel we should sometimes stop and catch our breath and we wonder how it has all come from our small beginning. The answer is: Enthusiasm and Cooperation! . . . During the summer we have boat rides, auto trips, picnics, etc. One of the coldest days of this winter we had a picnic at the clubhouse and no summer picnic under open skies was ever any better. There were members from five towns besides Toledo and we all had a most enjoyable time and delicious dinner; then we sewed carpet rags and talked.

From the St. Louis League:

We seem to be in the same position as the Newark League, that is to say, no permanent quarters of our own. Our members have been very generous in donating their own houses for special occasions and the Central Institute for the Deaf has never failed to give us the use of their building whenever we needed it. We are hoping that our homeless state will soon be a thing of the past, for we are at present in the midst of organizing an appeal for funds and more community interest.

From the San Francisco League;

Our clubhouse was opened last July and we are justly proud of it. It is situated on the crest of one of San Francisco's famous hills and the view is magnificent. The club-rooms are very attractive and cozy. We hold a social meeting in these rooms every Tuesday evening, and to many of us it is the happiest night of the week. We send Dull Care and that other old bugbear, Deafness, on their way; they have no power over us at these gatherings. We have games, candy pulls, sometimes a surprise party on somebody's birthday. We have even revived the old-fashioned Virginia Reel and usually end our evening with "ye old time" dance. Our men folks have a smoker once a month when they discuss the topics of the day and the welfare of the league. Some very good ideas come out in all this smoke. Our monthly movie party is another enjoyable event.

Philocophus Club of San Francisco:

The Philocophus Club is not a league but is modeled more after the Speech-Readers' Guild of Boston, whose charter we use. "The Lord helps those who help themselves," etc. Philocophus means "consecrated ground." Neither are we a "grave-yard"—far from it! We are very much alive. Consecrated ground in this case meaning, "a place where the deaf their loss may repair." Philocophus is the name of a book written by John Bulwer in 1648, a copy of which is in the Volta Bureau Library in Washington. This is a very rare copy, in which Bulwer gives a definition of lip-reading. . . . When I went south in September, we rattled around in our rooms like

two peas in a pod, and when I returned in March we were packed in like sardines, so six months have done wonders.

Philocophus Club of Santa Barbara:

We are the baby after all. . . . Our birthday was the sixth of September, 1921. We now number twenty-one members and are a very happy little club. We have no clubhouse yet, and so all the club meetings are held here at my home, but we have a little nest egg in the savings bank, and some day we are planning to have the most beautiful club in the whole country.

Los Angeles League:

I want to lay heavy, albeit prideful, emphasis upon our really gratifying record of charitable work. Our officers have always endeavored to inject an element of philanthropy into our organization, and thanks to our indefatigable chairmen, the number of finished garments we have been able to turn over to the different drives for the Red Cross, Armenian Relief, Maternity Home, orphanages, and elsewhere runs into many hundreds annually.

There is also a Correspondence Club open to individuals. Write me if you are interested, and I will tell you all about it.

I wish you all a very happy summer vacation!

Yours, in friendship,

THE FRIENDLY LADY.

1601 35th St., Washington, D. C.

HEARING WITH THE EYES*

BY EMMA B. KESSLER

DEAFNESS does not insure the social prestige that attaches to an operation for appendicitis. Consequently the deafened are more reticent about their infirmity than those who enjoy the distinction of having undergone a surgical operation.

"If I were deaf and someone were saying something I wanted to hear, I'd hear it." These words were addressed to a woman who had been listening with every nerve in her body, but failed to understand. If she could not hear, then why did she not read the lips? An otologist once told me that all deafened people picked up lip-reading by themselves. He would have been more accurate if he had said exceptionally few people pick up a

working knowledge of lip-reading by themselves, a fact which prompts one to say with the Raggedy Man, "Gee whiz, what a pity that is!"

Many of the rough places in the lives of the deafened can be made smooth if the eyes are trained to aid the ears. While lip-reading is the only help for the totally deaf, it is of extraordinary value to the slightly hard of hearing. In many cases it is serviceable long before one is deaf enough to adjust an earphone to produce a clear tone. When one's deafness has reached the stage where an electrical device can be used, lip-reading makes the use of the instrument much more effective.

While fighting off tuberculosis in a mountain sanatorium a young man be-

* From the *Nebraska State Medical Journal*.

came very hard of hearing and secured an acousticon. Four years later he was referred to me and studied lip-reading five months. He says, "If I were to get deaf again under average circumstances I would do just one thing, that is, study lip-reading, for that would cut down to a minimum the depression that accompanies the approach of deafness. Lip-reading has put heart into me again, which I had lost even though I used an earphone, and a good one at that." He advocates the use of an earphone after having mastered lip-reading, as there are things one enjoys hearing which one cannot see, as, for instance, music.

An instance of the practical value of lip-reading for the slightly hard of hearing is found in the youth of eighteen kindly referred to me by Dr. J. B. Potts. He tells how lip-reading helped him make an average grade of 91 during his last year in high school. The highest he had ever been able to make before was 87. Whereas he had once feared he could not complete his high school course, he now plans to go to college.

Those who take up lip-reading before they are seriously inconvenienced feel the loss of their hearing less keenly as their deafness progresses. The lip-reader uses his hearing for all it is worth, and lets his eyes fill in the gaps. He often has the sensation of actually hearing all that is said only to find, when he lets his eyes glance from the speaker, that he can no longer understand a word. He has been giving his dull ears credit for what his trained eyes have been doing. Since many of the sounds that are hard to hear are comparatively easy to see, it is obvious that the co-operation of eye and ear is desirable for one with impaired hearing. For example, one might hear: *uh, ā, ā, uh, ōō*. What one would understand would be nothing less than the important announcement: "The baby has a tooth!" Then, as a result of lip-reading one could, and would undoubtedly, go into ecstasies according to Hoyle.

People in general and the hard of hearing in particular are still much in doubt as to the value of lip-reading for any except the congenitally deaf. There are still many who hold to the old fallacy that

lip-reading is injurious to the eyes, or that it is a detriment to the hearing that is left. So they have to be educated up to the idea that anyone with a diminished sense of hearing who experiences any difficulty whatever in understanding spoken language, is deaf enough to make good use of lip-reading; also, that the ability to read the lips relieves in large measure the nervous strain of trying to hear, and enables one to use a remnant of hearing to great advantage.

From a purely psychological standpoint the study of lip-reading is worth while. The average adult crawls into his shell and grows apathetic when his hearing becomes defective. The lip-reader, however, is interested in his surroundings. He is not introspective. When he has entered the lip-reading game his whole attitude toward life changes, and many are the little thrills he experiences when he reads bits of conversation the length of the street car or across the café. Occasionally, too, he must suppress a smile when his friends, feeling secure in his deafness, make remarks not intended for "home consumption." Some time ago one of my pupils noticed some ladies at the table discussing her and saw one say, "You can see by her hands she's done house work." Soon after beginning his lessons an ex-service man saw his hostess explain to some young ladies, "He's a poor soldier, can't hear anything." They responded, "Too bad, too bad." He surprised his new acquaintances a few moments later by laughing when they warned someone not to drink wood alcohol. Lip-reading also adds greatly to one's enjoyment of the movies. It was amusing recently when the screen showed a Sunday morning service to see the actors singing "At the Cross" while the organ at the theatre pealed forth "When the Roll Is Called Up Yonder."

The doctor is the first to realize that there is another aspect to the problem of the deafened than their treatment. When he sees that the physical side of deafness is beyond repair, it is gratifying to note that he ministers to the human side of the disease by pointing out the way whereby his patient can work out his own problem with the help of lip-reading.

THE MANIFOLD ADVANTAGES OF SOUNDLESS SPEAKING

BY JOHN A. FERRALL

YOU will no doubt recall, with a little effort, that when I was at your home recently, I was speaking of certain experiences I had at the hospital—as a visitor, not as a patient. I referred, you remember, to the fact that I could apparently understand feebly spoken conversation much more readily than I can the ordinary, everyday type. I say “apparently,” since I often find out later that some conversation I thought I understood readily really wasn’t so at all—if you get what I mean.

Anyway, for some reason or other—probably because you fell asleep, or perhaps I did—I did not finish with the subject. I mention this now as a sort of foreword and warning in case you had sufficient last month and do not care for any more of the same sort. In the latter case, I shall be glad to assist you down the steps again, of course. According to the *Washington Times*, the rector of a certain church whose sermons are remarkable for their length, rather than their quality, was going up the steps to conduct the services, when he was accosted by a stately old lady who was having difficulty with her breathing apparatus.

“Pardon me,” she said to him, “but would you do me the favor of assisting me up the steps?”

“Certainly, madam,” assented the rector, giving her his arm.

They reached the door of the church, where the old lady paused for a moment before entering.

“Can you,” she said to the clergyman, “tell me who is going to preach the sermon this morning?”

“The rector, madam,” said he, realizing that she did not know him.

“Oh,” she said, “then might I beg you to do me yet another favor?”

“Of course,” said the rector, a little surprised. “What else could I do for you?”

“Would you,” she said, “be so good as to assist me down the steps again?”

Well, you know who is going to preach

this sermon, and I have even given you an idea of the subject matter, though that doesn’t help much since I rarely stick to my subject. However, if you will, let us enter the church.

What I wished to tell you, in connection with my experience with weak-voiced conversation, was that I appear to understand best when spoken to soundlessly. This is perhaps not an unusual experience for totally deaf persons. In my own case I think the reason is to be found in the fact that if I know the conversation is soundless, I am relieved of a certain amount of embarrassment. The realization that the world at large is not aware of my difficulty in understanding, and is not, therefore, an audience for the ensuing guessing contest, bolsters up my courage and I do not mind struggling along toward the light, whereas under ordinary circumstances I should probably give up in despair—or, what is infinitely worse, attempt a bluff. Silent voices, then, strengthen my self-confidence by reducing my diffidence. I am extremely diffident, you understand. All Irishmen are. It is a national trait.

Most of all, however, have I been impressed with the opportunity that soundless conversation offers in the way of getting practice. It is something of a novelty to the hearing, who if they have been accustomed to lip-readers at all, have often no doubt attributed much of one’s skill to residual hearing. To be able to talk to you soundlessly and still have you understand is something of a miracle—enough of a miracle, at least to make them interested in testing your ability. And this means more opportunities for practice. At least, I have found it so, and inasmuch as I do not seek for myself any additional opportunities for practice, I gladly turn the idea over to you for trial on your friends. Soundless conversation will most assuredly test your lip-reading skill to the limit. It is really astonishing what a difference there is where even the tiniest remnant of hearing remains. When no sound is uttered,

however, you know that your eyes are doing their duty and you are a lip-reader of the truest type, for the time at least. That accomplishment alone would justify the soundless speech practice, for it will convince anybody that it is possible to understand without the aid of the ears. It thus serves to take away some of the dread one might have of becoming totally deaf, for it demonstrates that lip-reading is perfectly capable of bridging that gap too.

A really expert lip-reader does not depend upon residual hearing to an alarming extent, though it is an ever-present help in times of trouble. We who have graduated from partial to total deafness soon appreciate how very much a little hearing now and then is relished by the best of lip-readers.

So, when some of your friends rather tire of ordinary lip-reading practice, try them on the soundless method, and give them a little demonstration of the miracle that lip-reading is. Of course this doesn't apply to my friends, since they consider it a miracle when I understand them, as it is.

Soundless speaking has some advantages, too, where one works in a large office with other people. Conversation and instructions may be passed on to the deaf person silently, without interfering with the rest of the office force. Of course, at first the other people in the room will stop their work to watch the guessing contest, but this curiosity soon wears off, and no attention is paid to the struggles of the deaf man to understand, and instructions may be repeated indefinitely, depending upon the patience of the one bearing them. It is an altogether different thing where instructions have to be given, and repeated, in a loud tone of voice.

I find that my friends rather like to start a conversation with me on the street cars or in some public place and, speaking soundlessly, watch the effect upon the onlookers. It is a puzzle for those not familiar with lip-reading, for they hear only one voice, my own, and I am apparently replying to questions or commenting on statements that have not been spoken!

Which reminds me that a friend not long ago repeated to me on the street cars a verse that seemed strangely familiar, but which I could not for the life of me get entirely. It started off like the familiar "Sixteen men on a dead man's chest," of *Treasure Island*. Finally I gave it up, and my friend wrote it out for me. No wonder I couldn't seem to remember it! Here is his revised edition:

"Sixteen men on a dead man's chest,
And a bottle of rum" was a thriller
Now it's sixteen men with a cold in the chest,
And nothing but sarsapariller!

Under most conditions, practice with a person speaking to you soundlessly will appear to others within hearing distance very like a telephone conversation. This doesn't apply in my own case, however, for I have a tendency to make any conversation in which I take part something of a monologue. It is a cold, wintry day, indeed, so to speak, when I cannot and do not supply ninety per cent of the conversation. Yes, I am speaking conservatively, too.

Talk! Sometimes I am inclined to think that I must be a direct descendent of the famous *Say-Well* who, according to *Pilgrim's Progress*, dwelt in Prating Row. It was one of his sons, Talkative by name, you will recall, who encountered Faithful upon the road and immediately engaged him in conversation.

"Well, then," inquired Faithful, "what is that one thing that we shall at this time found our discourse upon?"

"What you will," responds the accommodating Talkative, "I will talk of things Heavenly or things Earthly; things Moral or things Evangelical; things Sacred or things Profane; things past or things to come; things foreign or things at home; things more Essential or things Circumstantial."

In the words of a famous literary character of the World War period, "That's me all over, Mable!"

A frankly spoken friend takes exception to the Talkative comparison. He says I am correct in assuming that I bear a decided resemblance to a book character, but that I have the wrong book. He

refers me to *Alice in Wonderland*, and quotes the following:

"The time has come," the Walrus said,
 "To talk of many things;
 Of shoes—and ships—and sealing wax—
 Of cabbages—and kings—
 And why the sea is boiling hot—
 And whether pigs have wings."

He insists that not only is the general characterization correct, but that the physical picture brought to one's mind by the word "walrus" is decidedly more accurate.

It appears, too, from a further reading of the verses, that the parallel between the walrus and myself is even more striking. For this particular walrus appears to have been deaf! He and the carpenter are preparing to feast upon their oyster comrades. The walrus has charge of the bread, and the carpenter, becoming a little impatient at his slowness, remarks:

 Cut us another slice;
 I wish you were not quite so deaf—
 I've had to ask you twice!"

I used to think, too, that soundless speaking had a tendency to reduce the exaggerated "mouthing" that some of our friends afflict us with in their attempt to make their lips easy to read. It seems to me that people speak more naturally soundlessly than they do when raising their voices, and, of course, there is nothing in the world that will prevent a person from raising his voice when he talks to a deaf man, no matter whether the latter be only slightly or totally deaf. I am not a sensitive person, as a rule, but I must confess that some of the keenest torture of deafness came from the loudly raised voices of my friends. I would shrink from it, even when I knew that loudly spoken conversation was essential if I was to hear at all. It was just a sort of dislike of having my deafness called to the attention of the base, plebeian rabble. Not that I was distressingly deaf, for, of course, I was not at the time deaf enough to justify taking up lip-reading. I merely could not hear anything. That is what made me sensitive. I suppose most deaf people are not worried about such things, or even annoyed.

But, referring again to soundless speaking, I think the most striking illustration

of highly expressive soundless speaking was given by a certain deacon of whom a friend tells me. Perhaps the story may be new to you. This deacon, it appears, got up a trifle late for church one Sunday morning and in the hurry of shaving the razor slipped and cut his nose.

"Martha! Martha!" he cried out, "is there any court plaster in the house? Bring me a piece of court plaster. I've cut myself with the razor."

His wife could see him from the next room, where she was busy herself, dressing for church, and noted that he was not seriously hurt.

"There's some court plaster in my work basket, I think," she said. "Look for it."

Grumbling a little, the deacon went into the dimly lighted sewing room and fished about in the work basket. Finally he located what he took to be the court plaster, moistened it with the tip of his tongue, and stuck it on his cut nose. Then, hastily throwing on his coat, he hurried to church. Taking up the collection a little later, he was mystified and annoyed to observe that almost everyone who looked at him smothered a laugh. The younger folks, in fact, were not successful in smothering their laughter. Finishing the collecting, he went up to one of the other deacons and demanded to know why the people laughed at him.

The other deacon looked at him closely. Then he, too, smothered a laugh.

"What's that you have on your nose?" he asked.

"That's nothing to laugh at," said the deacon. "It's merely a piece of court plaster I stuck on to cover a cut where the razor slipped in shaving hurriedly this morning."

"Court plaster!" ejaculated the other. "Why, man alive, that isn't court plaster. What you have on your nose is the label off a spool of cotton, and it reads: '*Warranted 200 yards long!*'"

Soundless conversation! Well, my friends, if the deacon's remarks had not been uttered soundlessly, he would have been thrown out of that church bodily.

Which of course, merely shows another of the advantages of soundless speaking—even for those who hear!

THE RESULTS OF MODERN INSTRUCTION OF THE DEAF, IN REGARD TO SOCIAL LIFE

(Academical dissertation to acquire the degree of M.D. at the Amsterdam University by J. J. Bruins, Physician at Alkmaar)

A REVIEW BY ANTHONY KES

IT HAPPENS very seldom that a degree of M.D. is taken on an essay, the subject of which is based upon the results of a certain branch of instruction. Mr. J. J. Bruins, physician at Alkmaar, a little town in Holland well known by many Americans is, as far as we know, the first who acquired his degree of M.D. on a subject taken from the actual life of former pupils of the Holland Institutes for the Deaf. It is something extraordinary. A physician writing a dissertation for his doctoral degree generally takes a subject referring to a certain disease. And when he restricts himself to the deaf or the blind, we expect from him a study of the causes of deafness or blindness, of the deformities in ear or eye and of all that is related to these organs.

But the above-named dissertation is based upon the results of the instruction received by the pupils of the Dutch schools for the deaf during the last half century, in order to show the superiority of the pure oral method to all others in regard to its practical value in social life.

The author divides his book into three chapters. The first chapter gives what he found in foreign literature about:

A. Speech and Lip-reading by the former pupils of schools for the deaf in Germany, Norway, Denmark, England, and the United States.

B. Social Conditions of the Deaf

a. Theoretical remarks.

b. Statistical data from Germany, Denmark, Sweden, Norway, England, France, Italy, Russia, Japan, and United States.

c. National Deaf-Mute College.

d. Particulars about some trades and professions practised by Deaf-mutes.

e. Summary.

CHAPTER II

Inquiry about the Deaf in Holland

§1. Method of inquiry.

§2. Speech and lip-reading in intercourse with:

a. Members of the family.

b. Hearing people outside the family.

c. Other deaf-mutes.

Influence of Marriage on Speech and Lip-Reading

§3. Trades and Wages.

§4. Deaf-mutes and Public Charity.

§5. Deaf-mutes and the Criminal Judge.

§6. Deaf-mutes and Lunacy.

§7. Religious care for Deaf-mutes.

§8. Societies and Clubs of Deaf-mutes.

CHAPTER III

Conclusions.

Desiderata.

Theses.

In the first chapter the author states the fact that there is little to be found in literature regarding the social condition of the deaf. Besides some remarks in pamphlets by teachers of the deaf, he found only a few larger treatises, viz. by Uchermann, Lemcke, Mygind, and in "The Blind and the Deaf" of the Bureau of the Census Department of Commerce and Labor, 1900. Further data he gathered mostly from articles in foreign periodicals, though he seldom found information about the method by which the deaf had been taught.

About "speech" and "lip-reading," he found that the percentage of the deaf using exclusively speech in intercourse with other people was much lower than that of the users of signs or finger alphabet.

For Germany the percentage was 31.6%, for Norway 23.7%, for Denmark 7.1%, for England 42.6%, for the United States of America 12.3%.

The high figure for England shows only the percentage of 197 out of 390 former pupils of the London schools for the deaf. We have of course to take into consideration that the given figures date from as far back as 1845 till 1900.

The figures in Chapter II for Holland have a little more value where the investigating doctor got his data from the school records or from the deaf in their homes. For this purpose he made a questionnaire and from the answers he could compile his records.

Out of 1,073 deaf people 146 (13.6%) spoke well and 526 (49%) fairly. For lip-reading these figures were 19.1% and 48.5%.

We will not trouble our readers with all the figures and all the details of Mr. Bruins' investigations and inquiries, because they all refer to a comparatively small number of deaf people, for the greater part former pupils of the schools for the deaf at Rotterdam and Groningen, and have not much value in making a general conclusion.

We have asked ourselves why it is that the author in his study about speech and lip-reading almost totally neglects the former pupils of the excellent school for the deaf at St. Michiels-Gestel. We know that many pupils, who were taught there by the pure oral method, have returned to their families and never make use of signs or finger alphabet. And how about the school at Amsterdam? If one wishes to prove the superiority of the oral method in its results, one should not only gather data from the end of the nineteenth century, but from more recent years.

This reduces the value of the book considerably from a scientific point of view.

The best part of it is the list of *desirata* at the end, which will undoubtedly meet with the general approval of all earnest teachers of the deaf all over the world.

"The aim of teachers of the deaf must be to promote the teaching of speech and lip-reading, that the deaf be equipped better than heretofore for intercourse with hearing people."

"The teaching of speech to the deaf child should begin at as early an age as possible (at six; better, at five years)."

"That instruction for the deaf child be made compulsory."

"That as a rule deaf children should be placed at the age of three or four years in a preparatory class of the school for the deaf."

"That the institutions for the deaf should be replaced by day schools."

"That more attention should be given to teaching the deaf different trades."

"That homes be opened for those deaf who through infirmity or old age cannot provide for themselves."

1922 Statistics of Schools for the Deaf in the United States and Canada may be secured from the Volta Bureau. Price 10c.

GRAHAM BELL'S NATIVITY

(From the *Philadelphia Public Ledger*)

To the Editor of the *Public Ledger*:

Sir—In a recent Sunday issue of the *PUBLIC LEDGER* was a picture of Graham Bell, one of the great "American" scientists. Allow me to correct that statement. Graham Bell is only a naturalized citizen of the United States of America. He is by nationality a "pure Irishman." The writer has known him since his migration from Ireland, more than fifty years ago, to Canada, where the telephone, the child of his brain, was born and where his first lectures on "visible speech" were given. Let us give credit to the land where it is due.

A BRITISH SUBJECT.

Orrtonna, Adams County, Pa., March 1, 1922.

To the Editor of the *Public Ledger*:

Referring to the letter from "A British Subject," entitled "Graham Bell's Nativity," I fear that the writer's memory played unfairly. That latter states that Graham Bell "is by nationality a pure Irishman. The writer has known him since his migration from Ireland, more than fifty years ago, to Canada."

The records tell a different story. Alexander Graham Bell was born in Edinburgh, Scotland, March 3, 1847. With his father and mother he left London in July, 1870, and arrived in Canada, August 1, 1870. On April 1, 1871, he became a teacher of teachers in Boston. His first declaration to become a citizen of the United States was made before the court in session at Lawrence, Mass., on October 27, 1874. The final papers were issued on November 10, 1882, by order of the Supreme Court of the District of Columbia.

Dr. Bell's father, grandfather, and great-grandfather were all born in Scotland. His mother was born in England.

(MISS) ANNA SCHMITT.

The White Cottage, Devon, Pa.

HELEN MAY MARTIN.

Miss Helen May Martin, a deaf-blind graduate of this school, made her first public appearance in the M. E. Church of Olathe the evening of April 18. She has specialized in music and it is believed that never before has a blind and deaf person so successfully mastered the art. Eight deaf girls from our school acted as ushers. She was introduced by Dr. Jones, the school physician, and assisted on the platform by Miss Audria Granger, her first teacher. A large crowd was present and everyone pronounced her exhibition to be remarkable. She has since received offers to play at various places and on May 14 will appear at one of the big Kansas City churches. A performance which she gave in the M. E. Church here, since giving her initial recital, was declared to be even better than the recital itself as she seemed to be more sure of herself. Miss Martin has the sincere good wishes of all Olathe people and it is predicted that in time she will be quite famous.—*The Kansas Star*.

DR. WENDELL C. PHILLIPS ADDRESSES HOUSTON CLUB

On Monday afternoon, May 15, Dr. Wendell C. Phillips, president of the American Federation of Organizations for the Hard of Hearing, gave an inspiring talk to the local club at the South End Christian Church. Dr. Phillips is a well-known otologist of New York city and told of the various lines of work being carried on by the New York League for the Hard of Hearing. He spoke with feeling of the needs being met by such organizations throughout the larger cities of the United States and the hope that such work could be extended in the near future to include many of the smaller ones. Deep students of social problems who heard this address were amazed at the wide extent and the thoroughly organized way in which this work of deafened people is being carried on.

The Houston club was organized six months ago and is the only one in Texas so far. In fact its nearest neighbor is St. Louis, but other cities are taking up such work rapidly. Dr. Phillips goes to the National Convention of the Federation at Toledo, Ohio, early in June.

The ear phones recently installed at the South End Christian Church by Mr. F. P. Sterling were used by a large number of enthusiastic hard of hearing people who would have heard nothing of the address without them. The smiles and exclamations of delight from those so unaccustomed to hearing a public speaker must have been some reward to Mr. Sterling who was present to witness them. This church and its pastor, Dr. W. D. Ryan, extend a cordial invitation to all hard of hearing persons to use the ear phones at any time at services. It is the sincere hope of the Houston Club for the Hard of Hearing that many other churches in town will very soon provide for their deafened members by a similar installation of ear phones.—*Houston Post*.

THE ROCHESTER LEAGUE FOR THE HARD OF HEARING.

For some time, plans have been fomenting in Rochester in behalf of an organization for the deafened. At last a definite body has been formed, and constitution and by-laws adopted. At a recent meeting of the league, the following officers were elected: President, Miss Marion Kirk; First Vice-President, Mrs. W. H. Stackel; Second Vice-President, Mrs. John A. Boyer; Third Vice-President, Mrs. Charles H. Collins; Treasurer, Mr. Fred F. Gordon; Secretary, Miss Olive A. Whildin.

An interesting feature of the plans of the Rochester League is the Children's Committee, which "shall look after the interests of hard of hearing children: organize a Junior League for the Hard of Hearing, with such activities as shall appeal to the social and educational life of the hard of hearing children of Rochester and vicinity; to urge in the schools the use of such measures as shall reduce the handicap of the hard of hearing school child, and to bring to the attention of

parents and educators the best means of preventing deafness in children."

LEAGUE PLANS IN RHODE ISLAND

Dr. F. T. Rogers, of Providence, recently addressed the Rhode Island Medical Society in behalf of a proposed league for the hard of hearing in that state. Dr. Rogers spoke appreciatively of the work of Miss Marian Durfee, of the Providence School of Lip-Reading, who, he said, had already secured the nucleus of an organization. He reviewed the work of other organizations and the principles for which they stood, and introduced a resolution calling for the co-operation of the Society in the formation of a league, and the appointment of a committee for the consideration of the subject.

PROVIDENCE LEAGUE ESTABLISHED

Word has been received that an organization in Providence has been formed. More detailed information will appear in a later issue.

SYRACUSE SPEECH READING SOCIETY

The Syracuse Speech Reading Society held an outing at Upland Farm, on Friday, June 2. Box lunches were enjoyed; games and stunts furnished the entertainment.

The library of the Speech Reading Society now consists of about forty volumes, selected especially with a view to having books appropriate for the deafened members to use in reading to the blind.

IMPROVING SPEECH

A discussion recently conducted in the columns of the *New York Herald* has called attention to many of the defects of English as written, in an attempt to improve the language as spoken. One writer would entirely abolish the sound *ng* at the end of two-syllabled words; thereby he opines improving the appearance of the printed page, and doing away with some of the nasality of our speech. (Just how changing from the nasal sound *ng* to the nasal sound *n* would eliminate nasality, the writer does not inform us!)

Another writer in the same paper protests against "slang, twang and whine," which he says were handed down to us by our Puritan forefathers.

An Englishman, Professor Daniel Jones, chief of the Phonetics Department of University College, London, advocates a mild system of spelling reform and more attention to phonetics.

Whether or not we agree with any of these would-be reformers, we all must agree with their one common aim—the improvement of speech. And each of us can place at least one brick in the wall of speech improvement by striving to speak clearly, in a pleasant voice, and without mutilating the language.

DANGER TO HEARING FROM WATER IN EARS.

Editor, Times-Union:

So many cases of injury to the ears are being reported as a result of bathing that it may be a service to the community to know just what is the cause of these infections and injuries and what is best to do to prevent and treat them.

Animals which spend part of their time submerged in water are supplied by nature with an automatic device which shuts off the ears when they submerge. Man has no such device and hence must use his own genius to guard himself against injury or infection.

These ear troubles come in three ways; either from the impact of the water when diving or from the effect of irritants in the water which enters the external ear; a third way being due to the forceful blowing of the nose to clear it of water which may thus be forced through the eustachian tubes into the middle ear.

The first two of these causes usually result in an inflammation of the ear drum membrane or the lining of the external canal and if treated early clears up with no reduction of hearing. If these cases are not treated, however, they may result in the extension of the inflammation to the middle ear which then results in greater or less reduction of hearing and maybe to a long siege of chronic purulent discharge from the ears.

The third of these causes results in injury and consequent inflammation of the middle ear and unless treated early usually results in a marked reduction of hearing.

Of course, the best thing is to prevent the entrance of "water in the ears" if possible. Many people have no trouble, but if one knows that water easily enters the ears it is wise to plug the ear with a small piece of cotton before entering the water; also for persons who are fond of deep diving this is a very wise precaution as it in some measure breaks the impact of the water.

If water does enter the ear it is usually a very easy thing to get it out if one will but take it easy and not get excited. One should not pull the external ear violently or go through all sorts of gyrations in an effort to get it out. These efforts may cause more trouble than the water itself. The best thing to do is to take a small pledget of cotton and twist in into a wick about twice the size of a tooth-pick and about an inch and a half long. Push this wick down into the external ear as far as it will go without hurting and leave it there for a moment. It will immediately absorb the water and when you remove the wick the ear is usually clear. A second or third application may be made if necessary.

If several applications do not relieve the situation it is probably due to the fact that the ear has an accumulation of ear wax in it. When the water enters the ear which has wax in it, it mixes with the wax and makes a kind of mud of it and any manipulation simply pushes this mud deeper into the ear and makes the stuffy feeling worse rather than better. Of

course a case that does not respond to these emergency measures should be seen by an ear specialist at the earliest moment as the longer the water remains in the ear the greater is the danger of irritation and subsequent infection.

Often when splashing around in the water a person will get a mouth full which starts a violent coughing or gagging and one is often tempted to violently blow the nose to clear the water out. This should be done very carefully for there is danger of blowing water mixed with the secretions of the back part of the nose up through the eustachian tubes into the middle ear where it too often causes serious trouble.

The early symptoms of trouble from water in the ears is usually a feeling as if the ear were plugged with cotton. Rarely is there pain except the trouble be caused by a severe impact of water in diving.

In any case the best time to prevent trouble is the first few hours and then is the time to see your doctor.

Prevention is better than cure; prevention is cheaper than cure; and also it is much better to take what seems an unnecessary precaution than to be sorry.—Franklin W. Bock, in *Rochester Times-Union*.

WHAT ALL MEN WANT

"What the blind want," says a devoted friend of the blind, who by the way is blind himself, "is not pity, but understanding; not resignation, but independence. Don't think of these men as blind. Just think of them as normal men that cannot see. Give a man something to do. That is all that makes happiness in life, whether a man has all his senses or only a few. Release the creative impulse, the creative energy, let him know that he can and is accomplishing something, and he is fixed."

The marvelous success which in many instances has crowned the work among blind soldiers of the world war is due to a just recognition of those principles. Every task that a blind man might try is tried, and it has been found possible to extend their range to a multitude of employments which until recently had been considered impossible. The result is marvelous independence of their blindness, and a progress, in spite of their handicaps, which proves the wisdom of the theory. And so blind men in these days are happy, just because they have been given something to do and are doing it—because they have resumed their place among the producers of the world.

And truly enough, this is all that anybody needs to make him happy. The worker whose hours are filled with labor suited to his powers has no time for unhappiness, for crime, for unrest.

Whether a man be halt or blind, or in full possession of all his faculties, he is happy just in proportion as he uses what he has to set the world further on its way.

"Get work, get work! It will help you more than what you work to get."—Eugene (Ore.) *Daily Guard*.

EASILY RED LIPS

"I am a lip reader and so I pine for lips that are easily Read."
—S. N. KESSLER.

THE LAUGH IS ON US

True Stories, Related by Lip-Readers

CONTRIBUTED BY FLORENCE L. EVANS

AT A DINNER PARTY

A group of friends had invited me to dine with them. As luck would have it, I was placed, at table, next to a stranger whose mouth was almost entirely covered by whiskers!

He conversed politely with me, but I despaired of ever being able to understand a word he said. I kept leaning forward, trying to get in front of him, so I could see his mouth. He seemed to wonder what was wrong.

At last, he said, "What are you looking for, Mrs. S—?"

Being thoroughly exasperated, I replied, "I'm looking for your mouth!"

Several of my friends heard this remark and explained to the stranger that the joke was on him.

THE BLUE FEATHER

I was chaperoning a crowd of young people one evening. We were not familiar with the part of the city in which our host lived, so upon boarding the car, I told the conductor to let us off at B—Street. The young folks had been joking me about my new spring hat which sported a large and rather conspicuous blue feather. The car was very crowded and I was finally "wedged into the middle of the car." My feather caused much comment because it kept sticking into the people near me. I had dismissed the matter of B—Street from my mind because I knew one of the young men who was on the back platform would get us off at the proper time. He afterward related the following to me: The

conductor finally called out, "B—Street."

I, being deaf as a post, didn't hear him and he called much louder, "B—Street!"

Finally, in an exasperated shout, "Hey, lady with the blue feather, are you DEEF!!!!!"

IT IS LOVE THAT MAKES THE WORLD GO ROUND

Once upon a time there were two lip-reading students who wanted some extra practice, so I volunteered to give them two hours a week. One was a very quick pupil and the other painfully slow. In giving proverbs to them, I had come to the old familiar, "It is love that makes the world go round." The quick pupil got it the first time. After many repetitions, I asked her to repeat it to the other pupil, thinking her lips might be easier to read. The quick pupil also repeated the proverb several times and finally asked the other one if she didn't know what it was about. No, she had no idea. Finally, laying her hand in the vicinity of her heart, the quick pupil said dramatically, "It is LOVE that makes the world go round!" Now, don't you know what it is about?"

"Well," said the other one, "I think it is something about the stomach."

IN A NEW YORK APARTMENT

While in New York, I lived on the sixth floor of a large apartment house. The dumb waiter was the bane of my existence, because I could never hear what was shouted at me from the basement. The janitor usually came for the garbage before the ice man brought the ice, so I seldom had trouble with them, because I knew the hour of their appearance. One day, hearing the dumb waiter buzzer and thinking it was time for the janitor to come for the garbage, I opened the door and placed the pail on the waiter and shut the door. The buzzer rang again almost immediately, and someone shouted something up the shaft. Thinking I would bluff it out, I said: "The garbage is on the waiter, John." And shut the door! Buzz—Buzz—Buzz—frantically!!

At my wits' end, I opened the door and called down, "Well, if you are the janitor the garbage is on the waiter, and if you are the ice man, I want fifty pounds!"

In a short time, the buzzer rang again and upon opening the door, I found the empty pail and the ice, so I judged they were both down there!

NOTICE TO SUBSCRIBERS

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THOMASON-TATE ENGAGEMENT ANNOUNCED

Of more than usual interest is the following announcement in the Spartanburg Herald of May 21st.

"Mrs. Whiteford Smith Thomason, formerly of Spartanburg, but more recently of New York city, announces the engagement of her daughter, Pattie, to Frank P. Tate, of Morganton, N. C.

"Miss Thomason, a graduate of Converse College, has the distinction of being the first alumna to receive an honorary degree from that college. She is one of the leading educators of the deaf in the United States and is considered an authority on rhythmic training and other phases of speech work. Most of her work has been done in the North where she made her home until four years ago when she came to North Carolina as principal of the State School for the Deaf.

Mr. Tate is well known in social and business circles in North Carolina. He is a son of the late Colonel Samuel Tate of Morganton.

"No date has been set for the wedding, but it will probably take place next month in New York city.

"Miss Thomason is a niece of Dr. N. F. Walker of Cedar Spring and has scores of friends here, where she spent her girlhood, who will be interested in her marriage."

THE SPEECH OF THE FEEBLE-MINDED

A recent contribution to the work of Speech Correction is an article on "Speech Correction in the Feeble-Minded," published by Miss Selma Juergens, special speech teacher, Cleveland public schools, and Dr. Walter B. Swift, director Normal School for Speech Education, Boston, Mass. This paper was read before the National Society for the Study of the Feeble-Minded, which recently met in Cleveland.

Miss Juergens and Dr. Swift find that speech correction for the feeble-minded is well worth while. Almost all the cases in the class for the mentally backward improved. Some of the cases had as many as fifty defects. Still other cases had only two defects. The letter Z was the most frequently found defective sound; and the letter P was not found defective at all. Most of the defects were at the back of the mouth. The sounds made in the front of the mouth were less frequently defective. Full reprints of this article will be sent on request to Dr. W. B. Swift, 110 Bay State Road, Boston, Mass.

SCHOOL FOR THE DEAF, SUMNER, NEW ZEALAND

The pupils under instruction during the year numbered 118, and of these twenty-four were day pupils and ninety-four boarders. Included in this number ten were part-time pupils under tuition in the afternoons for

various forms of speech disorders while continuing their general education at public schools in the mornings, and nine were either full-time day pupils or boarders for the correction of speech defects. Thus there were ninety-nine deaf pupils and nineteen pupils being treated for defective speech.

During the year special day classes for partially deaf children and for stammerers were established in Auckland, Wellington and Dunedin with highly successful results, and provision has also been made in these centers for night classes for the instruction of the adult deaf.

During the winter vacation lectures on the principles and teaching of speech were delivered by the Director of the school to teachers and students in several of the centres of population.

—Report of the Minister of Education.

A LETTER FROM A SUBSCRIBER IN CZECHO-SLOVAKIA

April 7, 1922.

Sir:

Since the war with America broke out, I have not received THE VOLTA REVIEW. Please renew my subscription; and also send me back numbers of the magazine which I have not had.

THE VOLTA REVIEW was a benefaction to me when my deaf son was a little child. I shall always be obliged to you. The magazine gave me so much support when I was unhappy. Now my son is a big boy. He speaks quite nicely, and is a good lip-reader. He is in a school with hearing pupils now because he was educated by the oral method.

The association we founded—the aim of which is to promote the oral method in schools for the deaf—grows very nicely. We have established two schools in Prague which use the *pure oral method*. One is a private boarding school, the other is a municipal day-school. All the old boarding schools for the deaf in Bohemia have the combined method. But we have the best hopes that the oral method will prevail in our State, for all the schools in Moravia and Slovakia are oral. We have much work ahead of us, but we trust that we shall be victorious.

The association always needs money, because the pupils are from very poor families. It is necessary to build a school, for there is no room for more pupils. In Bohemia are 1,200 children who should be educated, and only 400 are receiving training. It is very sad for the 800 poor deaf children who can have no education. In the boarding schools which use the combined method, the children are given only an insufficient education. They are only allowed to stay at the school four or five years. Please help our deaf children.

With many compliments,

Very faithfully yours,

(Signed) J. HANNERE.

THE VOLTA REVIEW

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"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—Bacon.

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THE PERSONAL TOUCH, AT TOLEDO

BY ANNIE ROGERS KNOWLTON

“WHO wouldn't be deaf?” demanded Dr. W. C. Phillips at the third annual meeting of the American Federation of Organizations for the Hard of Hearing.

If, as seems to be true, we, who had the great good fortune to attend this convention, owe to deafness our wonderful welcome and still more wonderful entertainment in the city of Toledo, the question could not be considered a surprising one. For not only did the Toledo League, under the splendid guidance of Mrs. R. C. Dewey, place at our disposal every means for comfort and happiness, but the whole city conspired to further our enjoyment.

Doctors laid aside their practice to confer with us, and the Woman's Building opened its doors for our pleasure. Automobiles cheerfully allowed themselves to be commandeered for our conveyance to and from meetings, and afforded us opportunity to acquire intimate acquaintance with points of interest hitherto known to us only because of their importance in history. And though Toledo evidences warm enthusiasm for all kinds of philanthropic enterprise, we count it one of the biggest compensations of our deafness to have personally experienced its kindly touch.

It would be utterly impossible, in a short survey, to even itemize the individual points of interest in a convention that fairly teemed with interest. And as each paper read will probably be reported almost in full, in a later issue of the VOLTA REVIEW, this account will confine itself to an endeavor to express the prevailing spirit of the occasion, in order that its atmosphere of hope, inspiration,

and courage may spread to all who were unable to attend.

The programs were followed very closely, the few omissions—occasioned by the inability of some speakers to be present—being partially compensated for by the insertions of unexpected reports from clubs, guilds, and leagues not yet members of the Association, but surely about to become so. For, after this inspiring experience, they must all be anxious to help hasten the realization of Dr. Phillips' dream, ably expressed in his address on Monday, for not only an American federation, but an international one! In fact, all the Monday morning session served to demonstrate the strength to be acquired only through union.

After the address of welcome by Mrs. B. C. Bowen, president of the Toledo League—of which she has every cause to be proud, and which is justly proud of her—Dr. Thomas Hubbard, of Toledo, spoke sympathetically of the difficulties to be overcome by the speech-readers, their “confusion of epitaphs,” as regards the homophonous words, but also, as he hopefully predicted, the dawn of an era when there will exist such perfect comprehension of these difficulties, by both the hearing and the deafened, that the occasional mistake will only tend to produce a “century of smiles.”

The numerous reports from clubs already in the Association, as listed, and from many others who had representatives kind enough to respond upon request, showed the remarkable growth and accomplishment of these various organizations all over the country from the Atlantic to the Pacific. Teamwork everywhere has produced almost un-

believable results along the lines of uplift, physical, mental, and moral—education for the young, employment for the adult, comfort and hope for all. Apropos of teamwork, a very good story was told by Mrs. Ben W. Johnson, president of the Toledo Federation of Woman's Clubs, an after-dinner speaker Wednesday evening.

Mrs. Johnson said that her boy needed a new pair of shoes some time ago, so she selected for him a pair of thoroughly fine, sensible footgear, comfortable and durable. What was her surprise when, only three days later, he informed her that he needed new shoes. She questioned him closely,

"Aren't the new shoes comfortable?"

"Yes."

"Are they worn out?"

"No."

"Then what is the matter?"

"They aren't like what the other fellows wear. If I wear them I can't belong to the gang!"

That's the way we all feel. It may be an extra expense, it may cause some bother, but we want to pull together, we want to belong to the gang!

Dr. Shambaugh's extremely comprehensive, yet perfectly comprehensible paper on the types of disease which cause deafness, followed by an able discussion, cleared up a great many questions for the hard of hearing, relative to possible improvement from treatment, the urgent necessity of treatment in the very earliest stages of deafness, and the absolute avoidance of quack cures and practitioners, the latter particularly stressed by Dr. Phillips.

To all who are forced to face the stern fact that little or nothing can be done for personal benefit to hearing in his or her case, the Monday afternoon session came like a rift in the clouds through which "The Colors of the Rainbow" could be hopefully glimpsed. Miss Kinzie's rainbow of promise comprised the following primary units: 1. Faith, 2. Determination, 3. Persistence, 4. Courage, 5. Self-confidence, 6. Self-control, 7. Cheerfulness. In the first element, faith, including faith in God, faith in man and faith in oneself, was to be found the great source of strength to render all the rest possible of accomplishment.

In her able paper on "Attitudes," Miss Kennedy indicated definite ways by

which the rainbow could be made to shine in the lives of the hard of hearing. Her sign posts pointed to a better understanding of the deaf by the hearing world, and vice versa, a more perfect coöperation, a mutual sympathy, correction of faults on the part of all, that all might work together for good.

How truly the rainbow is beginning to appear in the business, social, and professional lives of the deafened, was forcefully presented by the personal experiences given in the papers of S. W. Childs, Mrs. Geo. L. McAlpin, and Miss Julia Johnson.

One of the most stimulating and unique papers of the conference was read by Mrs. R. G. Morris, of Toledo, who told of the many "Compensations" bestowed upon the hard of hearing. She claimed that the mouth cannot camouflage, and through its study speech-readers become infallible judges of character. What we miss in lectures is often not worth the hearing, but if it is, it will surely appear in print. By being spared noises we are better able to concentrate on any chosen line of work, and in place of often uninteresting friends we are driven to the secure friendship of good books. And though we may long for some of the strains of lost music, we never can have our ears insulted by the prevailing "jazz"! Best and truest of all, because of the necessity, each morning, of lifting to our shoulders the burden of our deafness, we attain the strength acquired by patient exercise, till we go "Smilin' Through" the world unconscious of any weight.

The reception tendered to all visitors by the Toledo League, on Monday evening, offered exceptional opportunities of becoming better acquainted with all members of that organization, with their delightful clubhouse, which is fortunate in having such people as Mrs. Dewey and Mrs. Lee as permanent guests, and with each other.

Much industrial work of the Toledo League was exhibited for sale, as well as articles from the Exchange of the Speech-Readers Guild of Boston and other organizations. Various hearing devices could be examined by seeking an upper room in the clubhouse. And right here thanks should be expressed to the Globe Company, of Reading, Mass., who

A SNAPSHOT TAKEN DURING THE RECENT MEETING OF THE FEDERATION SHOWING
THE HOME OF THE TOLEDO LEAGUE FOR THE HARD OF HEARING

wired the Auditorium at Hotel Secor as well as the dining-room of the Woman's Club for the accommodation of those persons who could benefit by the use of instruments.

The enthusiasm aroused by the perfect completion of Monday's program was amply testified to, in the remarks we could see exchanged in the dining-room of the hotel. And this possibility of seeing remarks occasioned much kindly amusement, as, for example, when someone was seen to suggest that the white shoulders, displayed by the low cut corsage of a beautiful evening gown, would be a wonderful place on which to pin the blue badge of the convention.

Tuesday witnessed the arrival of more guests till the League registered 105 names—remarkable growth for a two-year-old!

At the business meeting on Wednesday, the number of votes lawfully allotted to delegates and members of the Association, proved a very debatable question. So much so that, in order to have justice prevail, it was deemed best to call a ten-minute halt in proceedings, while directors and managers conferred so as to arrive at some fair decision which should maintain for this session at least. After which the voting proceeded in an orderly fashion.

In the discussions at the Round Table,

immediately following the business meeting, very many helpful suggestions as to ways and means of financing the clubs, of advertising our accomplishments in order to arouse new enthusiasm, and in aiding in the education and welfare of the hard of hearing children, were offered by members of many organizations.

During these discussions, many speakers offered their cities as possible places for future conventions and Mrs. Deuter, of Detroit, specifically invited all present to visit Detroit after the convention and, if possible, spend Friday evening at their clubhouse.

"Friday is our social night," she said, "and we do everything to have a good time. We have basketball, football, baseball—all kinds of balls——"

"High-balls?" queried Dr. Phillips, in such visible speech, that there was a shout of laughter.

In spite of threatened rain, the automobile sight-seeing excursion started as scheduled. Although the pre-arranged route led along the Maumee River which at one time threatened to become the northern boundary of the United States, had not England's hold upon the Great Lakes been broken by such leaders as Perry, Harrison, and Anthony Wayne, some of our parties, under the individual and kindly leadership of their drivers, had added experiences.

Our own automobile was guided to a small dwelling in Grand Rapids and, after a short parley, our host led out to us an old gentleman of eighty-three, Dr. W. R. Martin, whose first request was that we remove our hats, as he was a character reader and depended much upon the appearance of foreheads. Subsequent conversation developed the fact that he had known Abraham Lincoln quite intimately in Springfield, Ill., and he was excessively proud of that fact, as well he might be. A most interesting succession of anecdotes held our attention for many minutes.

"Abe Lincoln," he said, "we never called him anything but Abe Lincoln or old Abe—acted every moment as though he expected to die the next day."

Lincoln, according to Dr. Martin, was always ready to hear the side of "the other fellow." He was very fond of a good story, but never told a dirty one. "If you hear a dirty story that anyone says Abe Lincoln told, you can be sure it's not the truth, for Abe Lincoln wouldn't tell a dirty story."

An instance of Lincoln's absolute adherence to his given word was cited in an anecdote telling how Lincoln had once walked miles through dirt and sand to the last resting place of an old friend, simply because he had once promised him he would follow on foot to his grave. No offer of a carriage could tempt him from what he considered his duty in the matter. Space forbids further repetition of the many bits of interest detailed to us, but they certainly add an unique charm to our recollection of our happy hours in Toledo.

As the climax in a three-act drama usually comes at the close of the second act, so a climax—or at least one of the climaxes—of the convention, was to be found in the speeches given after the dinner at the Woman's Club, on Tuesday evening.

Following a dinner that in itself was perfect, we had the pleasure of witnessing the dancing of two little deaf children, from the school conducted for the deaf by the Board of Education. Mrs. Johnson, whose remarks have been touched upon earlier in this sketch, yielded place to Mr. E. R. Kelsey, secretary of the Rotary Club of Toledo, who was so warmly introduced by the toast-

master, Mr. Borden, that we felt, even before we saw him, something of the enthusiasm that culminated in an intense admiration for the man who has done so much for the crippled children of Toledo and the world. Mr. Kelsey quoted the following verse which, he said, had served almost as a motto to him in his work of relief, and which, therefore, we gladly pass along.

"When a bit of sunshine hits you
At the passing of a cloud,
And a fit of laughter gits you
And your spine is feeling proud,
Don't forget to up and sling it
At some soul that's feeling blue,
For the moment that you fling it
It's a boomerang to you!"

The city that numbers Mr. Kelsey among her inhabitants could not fail to be progressive, along all lines of philanthropy, while the man who can so thrill to his work of benevolence and love that tears rise responsive to his words, and every heart beats faster, is a veritable inspiration to all. We extend sincerest thanks to Toledo for permitting our acquaintance with Mr. Kelsey.

The last day of the convention dealt with the more concrete problems in the aid of the hard of hearing children: first, medical examination to determine kind and degree of deafness; second, medical treatment for all who require it; third, classes in speech-reading for all whose impaired hearing is likely to prove a hindrance in later life; and fourth, education, in all its forms, mental and occupational.

No cursory treatment is sufficient to deal with these papers which, being more or less statistical in form, require the thoughtful examination they can only receive when in print, where we hope to have them before too long.

Of scarcely less importance were the splendid expositions of the theories of speech-reading, as presented by the leaders of the methods most in use for its development, Mrs. Nitchie, Miss Kinzie, and Miss Bruhn.

Mrs. Nitchie dwelt mainly on her success in the education of the foreign-born pupil, who requires not only speech-reading but a knowledge of the English language as well. It has been her experience that a pupil who can read the lips

in one language can read them as successfully in any other with which he is familiar.

Miss Kinzie demonstrated by very complete and interesting charts, her extremely comprehensive and painstaking normal training course, that endeavors to turn out nothing but the best in the way of a teaching corps.

Miss Bruhn then carefully outlined the principles of her long established method, the Müller-Walle. This teaching, primarily for the adult, has been, as yet, the only one successfully adapted to the use of children. By special request she demonstrated her first lesson aided by one of her pupils.

Dr. Goldstein, of St. Louis, was unable to be present, but sent a message of greeting. Also a long paper, dealing with the principles of his forthcoming book, was forwarded by Mr. Pomeroy and read by Mrs. Dewey.

Between these two sessions which marked the close of the convention, a buffet lunch was served to all visitors, at the rooms of the Toledo League. And even before this, a group picture was taken which the proofs later showed to be unusually good, and which will serve

as a most welcome souvenir to many of us.

No word of this truly wonderful convention would be complete without an expression of thanks to our retiring president, Dr. Wendell C. Phillips, who has stood by so valiantly through the early struggles of the organization of the Federation, and who will still be with us to give us the benefit of his aid and cheer.

As Dr. Hays remarked, when he spoke concerning his acceptance of the post Dr. Phillips was leaving, "I come to you a comparatively young man. I trust that in the year of my presidency I shall not acquire quite so many gray hairs as Dr. Phillips possesses."

"I have fewer every year, Doctor," cheerfully suggested Dr. Phillips.

It is for us of the Federation to see to it that Dr. Hays has such hearty coöperation that he will not find his post an arduous one, but rather that of pleasure, and for our splendid examples in such endeavor we have only to turn our thoughts to Mrs. Dewey and the Toledo League for the Hard of Hearing. Truly not only we, but following generations "shall rise to call them blessed."

WHY SANCTION MURDER?

BY FRED DELAND

(Concluded from the June number)

WHEN you protest against the necessity of constant practice in lip-reading, the members of your local Conservation of Hearing Society will tell you that perpetual practice in any line of human endeavor may not always be pleasant, yet it is proverbially profitable. For the day will come when the seemingly unnecessary practice will return rich dividends in increased happiness.

The members will also tell you that constant practice enables you to lean hard on yourself, rather than to seek support from others. Self-sustained effort is helpfully constructive; self-pity is discouragingly destructive. Thus, if you surprise yourself in your practice lesson today, present yourself with two sur-

prises tomorrow. For each surprise means additional self-confidence.

The members may also tell you that there are so many hard of hearing people in this country, that the day may not be far distant when the state universities may do what they can in aiding to conserve whatever hearing remains. As an additional form of service beneficial to the nation, the more progressive state universities may start to instruct hard of hearing adults in the use of lip-reading simply to conserve whatever hearing may remain. There was a time when the State imagined it could afford to ignore the needs of the handicapped and the incompetent. It knows better now. Economic experience is teaching the State that the greater its authority, the greater

its moral obligation to intelligently perform entailed duties. Thus many of the state universities now give instruction that tends to enable its students to receive self-supporting wages from the day tuition ends. Thus it will be proper to instruct the hard of hearing adult in the art of lip-reading as the first step in re-equipping such adults for active service in new occupations.

Should some of the more progressive state universities establish classes in lip-reading, how would it affect the established schools of lip-reading? Probably such action would serve to more widely advertise the beneficial effects of an efficiency in the use of "the subtile art." Thus, for every prospective pupil the established school might lose, it would gain several through the free advertising the innovation would receive. For there are several million hard of hearing adults in this country who would be benefited by lessons in lip-reading.

If you ask the members whether there were always many hard of hearing adults, they will tell you that unearthed records found in long-buried cities, indicate that loss of hearing was not uncommon six thousand years ago. While no specific details are presented in those very ancient records, there is one case recorded more than three thousand years ago, where an adult voluntarily admits that he can no longer *hear singing*. Yet he does not hesitate to help those who are in need of help. No, he cannot be called the forerunner of the leagues and guilds for the hard of hearing, for he helped the hearing. In the hour of need he was a true friend to David, the incomparable press agent of Jehovah.

It will be recalled that the Israelites insisted on having a king to rule over them; that their prophet explained why it was an unwise request. As the people would not listen to reasonable advice, they were given a king. The second king was David, who in many ways displayed more wisdom than Saul, or even Solomon. David was a fearless warrior, won many battles, and taught the neighboring nations to fear the Israelites. Did the latter appreciate all that David did for them? No! Their dominant faults were inconstancy, tribal jealousies, and their

inability to perceive the profit in being united into a compact commonwealth as Moses had planned, or even into the strong kingdom that David planned to promote the glory of Jehovah. In the early days of his reign David was thoughtful and considerate in all matters affecting the welfare of his people and personally active in promoting their prosperity. But in his old age he necessarily had to let subordinates assume many of his duties. The decisions of these officials created dissatisfaction. Taking advantage of the king's age, and of the discontent of the people, Absalom assembled many of the malcontents and seized the throne. Realizing the danger, David fled to the mountains, some loyal warriors and friends fleeing with him.

Learning that the fugitives were hungry, Barzillai, the hard of hearing friend, persuaded some generous friends to join with him in sending bedding and much food of various kinds, because "the people are hungry and weary and thirsty in the wilderness." (2 Samuel, 17:28.)

After occupying the king's house, Absalom pursued David and forced a battle in expectation of easily winning. But the few trained warriors with David soon taught the larger insurgent army that something more than disloyalty and discontent were needed to make successful soldiers. Absalom's army was defeated, he was slain, and David was again acclaimed king over all Israel.

When returning to Jerusalem, David invited Barzillai to accompany him and dwell with him. But Barzillai declined the high honor, saying: "Can I hear any more the voice of singing men and singing women?" (2 Samuel, 19:35.) It is also worthy of note that just before his death David requested Solomon "to show kindness to the house of Barzillai."

There is a far more ancient account of many warriors losing their hearing, though it is a difficult story to verify. The long tradition may properly be condensed as follows: Heber, a great-grandson of Noah, advised an arrogant king that it would be unwise to continue a certain journey. The king jeered at "the prophet of Jehovah" and he and his army went onward. Soon there came heavy thundering so excessively loud that

nearly all the warriors "lost their hearing." Evidently this affliction rendered them incapable of taking care of themselves. For the king and nearly all his followers perished in a great earthquake that followed the thunder. Where did all this happen? The tradition does not state. But as Heber is believed to have dwelt in Padan-aram, it may have occurred in northern Mesopotamia. The poet Homer is believed to have been hard of hearing.

To come to more modern days. About the year A.D. 1553, a poet, Joachim Du Bellay, who had lost his hearing in early manhood, addressed to his "half-deaf" comrade, Pierre de Ronsard, the French lyric poet, a "Hymn to Deafness," in which he calls deafness "a teacher of wisdom." Evidently they were happy poets, and neither looked upon deafness as an affliction. The "Hymn" was translated by Miss A. B. Stilwell, and will be found in the *VOLTA REVIEW* for February, 1914. Following are five lines:

Dull then must be the souls who through
deafness
Are not made partakers of divinity.
Whence comes this sorry evil which is called
deafness?
Sorry only to the ignorant who fail to fortify
their souls
With the divine reasonings of philosophy.

There is no record that either of these poets was a lip-reader.

In 1642, a sort of scrapbook of curious items was published. One item states that a Jesuit priest, by watching the movements of the lips, understood what was said to him. Who taught him to lip-read, or just how hard of hearing he was, is not recorded.

In 1648, came Bulwer's *Philocophus*, in which the English physician described "the philosophical verity of that subtle art, which may enable one with an observant eie to heare what any one speaks by the moving of his lips." In that book Bulwer relates how a deaf brother of Sir Nicholas Crispe was so efficient in the art of lip-reading that his "dexterity in perceiving the meaning of men by the motion of their lips is very well-known to merchants upon the exchange with whom by this art, which he hath gained by his own attentive observation, he hath driven many a bargain."

In 1669, William Holder, the author of *Elements of Speech*, made a statement that indicates that there were many hard of hearing persons who could lip-read, but how or from whom they received instruction is not stated. He wrote: "It is observable that the histories of those who could discern speech by their *eye* are most of such as having had knowledge of language, and a readiness in speaking, falling afterwards into deafness."

In December, 1685, Bishop Gilbert Burnet, writing from Italy, tells of the "deaf daughter of a minister of St. Gervais (who) knows nothing that is said to her unless she seeth the motions of the mouths of those that speak; so that in the night when it is necessary to speak to her they must light a candle. Thus this young woman, without any pains taken on her, hath, merely by a natural sagacity found out a method of holding discourse that doth in a great measure lessen the misery of her deafness."

In 1710 an excellent suggestion appeared in *Beare's Sensorium*, that indicates that there were many successful lip-readers over two hundred years ago. The suggestion reads: "It would be a good way of teaching (hearing) children to speak plain by showing them the motions of the mouth and tongue when pronouncing each letter and syllable. By this way people deaf from their nativity have learned to speak and by knowing the motions for such words, to know when they were uttered."

It is worthy of record that about ten or twelve years ago a teacher in a private school for hearing girls, was successful in securing excellent pronunciation by utilizing the modern method of giving instruction to hard of hearing adults.

If space permitted many other cases could be cited of persons in foreign lands, becoming efficient in lip-reading, though in none of the cases is any mention made of an instructor; nor are any details presented of the method used. The following are condensed from American records.

The Rev. Dr. Dwight states that while traveling in New York State in 1807, he met a farmer residing near Saratoga who had lost his hearing through an accident or during a subsequent illness. In part,

Dr Dwight's statement says: "After his recovering (from the fever) being one day before a looking glass, and accidentally speaking, his eye was arrested by the motion of his lips; and the thought struck him that he might, by observing the motions in himself and others, enjoy once more the pleasures of conversation. He immediately began the experiment, first learning the articulation of letters and words of one syllable and then proceeding to those of more difficult pronunciation. After two years of laborious attention to the subject, he at length succeeded. When I saw him, his utterance was clear and distinct, and his accentuation generally correct. . . . This recital will not be altogether useless, should it prove the means of encouraging any who are deaf to attempt the acquisition of an art, which can in a good degree restore to them one of the sweetest enjoyments in life."

In 1892, Miss Mary McCowen, well-known for her valuable services in promoting the teaching of speech-reading and speech to deaf children, wrote in part, concerning a Mrs. Finney, then sixty-seven years of age: "Mrs. M. E. Finney, of Kalamazoo, Mich., (was) born in 1825, so deaf that she has no recollection of having ever heard a human voice in conversation, is a good conversationalist, and has such facility in speech and in speech-reading that I tested it thoroughly in order to satisfy myself that she was really deaf."

Several other similar cases could be cited, if space permitted. But these two must suffice to justify the question: Whence came the belief in the helpful possibilities of a study of the movements of the lips?

While it is well known that the dissemination of news was extremely slow in the days before the existence of the modern newspaper and its many powerful servants, the electric telegraph, the telephone, the improved printing press, and the "nose for news"; as well as the newspaper's powerful allies, fast railways, steamships, and mail service—yet, in the literature of bygone days are indications of the existence of a belief in—or a knowledge of—the helpful character of a study of the facial and mouth movements of speech.

The benefaction that Ponce de Leon conferred upon deaf children about four hundred years ago* was an achievement that naturally met with well-merited commendation; not only because it was the first on record, but because the eminent monk and many of his pupils were of noble parentage, and thus more likely to be referred to in the literature of the day. Again Ponce de Leon's achievements were probably discussed among the members of many religious orders, and many experiments may have been made in the unselfish hope of approximating the success that attended the efforts of the first of all the pioneer teachers of speech, whose efforts are of authentic record. As the experiments made by the followers of the Benedictine monks were probably with pupils not belonging to the nobility, the generous service probably attracted no attention outside of a limited circle. In other words, the writer believes that there were many unrecorded benefactors of the deaf and the hard of hearing among the clergy, the medical fraternity, and educators one hundred to two hundred years ago.

If the different religious orders periodically sent detailed reports to Rome, concerning the beneficial activities of individual members, it is possible that a search among the valuable archives in the Vatican, by a scholar familiar with and in sympathy with the subject, as well as familiar with the Latin of the middle ages, might result in placing on record the names of many benefactors of the deaf, whose efforts are now unknown.

Also, it is reasonable to believe that recovering (from the fever) being one century, there were a far greater number of persons giving instruction to the deaf and the hard of hearing than the few whose names are recorded. The writer believes that Ponce de Leon, Amman, de l'Epee, and other unselfish benefactors trained a greater number of teachers than there is any record of. Otherwise information concerning the beneficial possibilities inherent in an understanding of "mouth movements" and "facial expression" would not have been so widely disseminated.

*See the *Volta Review* for July, 1920.

A VISIT TO A SCHOOLROOM

BY RACHEL E. DAWES

NOTHING in the room, save a single wall slate and a semi-circle of straight chairs in front of a small round table, indicated to the visitor that she was in a schoolroom. The pupils, five in number, filed silently in. They were not youngsters in bib and tucker, but tall men in the uniform of soldiers of the ranks. Bandages and plasters bore silent witness to the fact that each had seen service overseas. With the appearance of the teacher and the arrangement on the table of her equipment—a notebook, a hand mirror, a pencil and a piece of crayon—school commenced.

After writing *ä, ē, ô, and õ* on the slate, the teacher, holding her pencil in front of her lips and turning her profile to the class, slowly pronounced each sound in turn. This she did several times while the gaze of every pair of eyes was riveted on the movements of her lips. Then choosing sounds at random from the list, she indicated that she wished the class to repeat after her the sounds she pronounced. Only one was unable to do this and to him the teacher directed her attention. Again with pencil before her mouth she pronounced *õõ* and then *ä*, showing that the lips moved forward nearer the pencil in the former, and backward away from the pencil in the latter sound. Patiently she compared each sound with every other, carefully calling attention to the backward and forward movements of the lips and the downward and upward motions of the jaw. But when her pupil still was unable to distinguish one sound from another, the teacher handed him the small hand mirror. With a "do or die" expression in his eyes, the soldier determinedly set to work, pronouncing the sounds under his breath to himself in the mirror and watching the movements of his own lips.

The next step was the combining of consonants with the vowel sounds. Watching first *fäfäfä* and then *mämämä* on the lips of the instructor, the soldiers were able to see that the upper teeth were visible against the lower lip when *f* was spoken, while in saying *m* the mouth was closed. Then came *säsäsä* to show that

when saying *s* both rows of teeth were seen close together. The fourth consonant sound was *sh*, showing a slight protruding of the lips in saying *shäshäshä*.

Then came the test of the students' observation and their ability to remember the various movements of the different sounds. Rapidly the teacher spoke *fäfäfoo, sëshomä*, and every other possible combination of the sounds listed on the slate before the class. Unhesitatingly, the soldiers in turn repeated the syllables. Gradually their faces brightened as those syllables came faster and faster, and still they were able to detect the many changes in the movements of the lips and to translate them into speech. Enthusiastically clapping her hands, the teacher made ready for the next step. From her open notebook she read short sentences made up from the sounds practiced. The students glibly repeated: "She may. They may. May they pay? May they show? She may say so to you"; and many others.

The lesson came to an end and reluctantly the class rose to leave. Turning a page of her notebook, the eager and interested teacher pointed to the next lesson and over her shoulder the soldiers read,

ou as in found, *i* as in find, and *oi* as in oil.

Sure at last that it was possible to train their eyes to do for them what their ears no longer could, the class trooped noisily and happily out. Before her, down the hall, the visitor could hear the voice of one saying, "*fämäsä*," and an answering chorus of "*fämäsä's*" from the rest.

NEW SUPERINTENDENT

Mr. Thomas S. McAloney, formerly superintendent of the School for the Blind, of Pittsburgh, Pa., has been appointed superintendent of the School for the Deaf and Blind at Colorado Springs, Colo.

Mr. McAloney was born in Ireland and came to this country as a young man to engage in the deaf work. He began as boys' supervisor in the Maryland School. . . . His promotion has been frequent since that time until he is now placed in charge of one of the nicest and best schools in the world. The Colorado school is to be congratulated on securing his services.—*The Ohio Chronicle*.

PUEBLO OF TAOS, LARGE CANVAS PAINTED FOR THE ENGINEERING DEPARTMENT, UNIVERSITY OF CINCINNATI, BY J. H. SHARP

SUCCESSFUL DEAF PEOPLE OF TODAY

BY LAURA A. DAVIES

NUMBER 3—JOSEPH HENRY SHARP, ARTIST

IN THE little town of Taos, N. M., is located the old home of Kit Carson.

Across from this historic spot in the days of the famous warrior was to be seen an ancient Spanish mission, erected by the Order of the Penitentes. In place of the old church there is today a modern adobe residence and a spacious artist's studio, into which went many of the old rafters and wood carvings of that former age. The high ceilings, immense fireplace, light, space, and up-to-date equipment make the studio a place dear to the heart of every artist who enters it. Near by is a walled garden, where the artist, Joseph Henry Sharp, finds a variety of natural backgrounds for his famous Indian paintings.

Mr. Sharp, although known the world

over as a western painter, was born and grew to manhood in Ohio. The twinkle in his eyes and his genial sense of humor probably date back in his ancestry to his great-grandfather, William Sharp, and that gentleman's noble wife, the Lady Elizabeth Gillespie, both natives of Ireland who came to America and settled at Hudson, N. Y., about 1791. Another great-grandfather served on Washington's staff during the Revolutionary War. Mrs. Sharp's family also goes back to Colonial times, direct to John Alden and Priscilla Mullins.

The boy, Henry Sharp, left school before he was fourteen because of deafness, which gradually grew worse until in a few years he was totally deaf. About the same time his father lost a consider-

WATCHFUL WAITING (STALKING GAME), BY J. H. SHARP

able fortune and the boy, thrown on his own resources, began art study in the McMicken School of Design in Cincinnati. He has visited all the art centers of Europe and studied under the masters of Belgium, Munich, and Paris. He toured the Black Forest, Italy, and Spain, sketching, studying, and copying from the canvases of Velasquez and others.

From 1892 to 1902 he was an art instructor in the life classes of the Art Academy of Cincinnati. Here his portraits and especially his Indian portraits began to attract attention. In 1900 he was invited by the Cosmos Club to make an exhibit of his work at Washington, where eleven Indian portraits were purchased by the United States government for the Smithsonian Institution. The next year the government built for him a studio at the foot of Custer's battlefield, Crow Agency, Mont., where he could study and work among the Indians themselves. His real boost into the limelight came in 1902 when Phoebe Hurst rec-

ognized his genius and bought eighty Indian pictures for the University of California, giving him at the same time a commission to paint fifteen more each year for five years. From that time on he has spent his entire time studying and painting in the west.

During these twenty years of direct contact with his subjects he has painted the most noted Indians of all tribes as well as many historical and home life groups, showing their traditions, ceremonies, and strong racial and tribal characteristics. The Indian mourning for his dead, a subject so full of feeling and so closely associated with the traditions and beliefs of the savage, has been one of Mr. Sharp's favorites. Among the most famous canvases in this line are "The Great Sleep," "Mourning Her Brave," "The Mourners," and "Lament for the Dead."

He has always treated the Indian as a brother and has been accepted by him in a friendly, natural manner. It is by getting close to their daily lives in their

LADY PRETTY BLANKET

BLACKFOOT

LADY PRETTY BLANKET OIL, BY J. H. SHARP

CHIEF TWO MOONS, HEAD CHIEF OF CHEYENNES IN CUSTER BATTLE, BY
J. H. SHARP

own haunts that he has learned to know them as very few students of history or art have ever done. Because his treatment has always been just and considerate, he has never had an unpleasant experience in all his intimate relations with them. He tells many interesting experiences showing their primitive viewpoint. Speaking of a certain portrait of a Sioux chief with a whimsical half-smile on his face, he said, "That Indian never could see why I should pay him \$2.00 a day just to sit and let me look at him. He used to joke with me about it and tell me he thought I must be crazy and then every once in a while he would smile and I knew what was making him laugh inside, and that's why I caught the expression and put it on canvas." Another time he was painting a Taos Indian and wished him to wear a hat. He objected, saying that it was "bad medicine" for a Taos to wear a Crow Indian hat. But Mr. Sharp insisted and got a picture of an angry Indian in a hat that looks decidedly uncomfortable on him. Speaking of a small tent beside an Indian tepee in one of his snow pictures painted on the Crow Reservation he said, "That is an Indian 'sweat tepee.' When the Indian's cleaning day comes around he takes large boulders, heats them to the utmost and then carries them into those little tepees. Water poured over them

produces steam and a sweat bath follows. When the Indian finishes with this, he rushes out for a plunge in the stream if it is summer; if it is winter he rubs himself down with snow."

Mr. Sharp's drawing of the human form is unsurpassed in accuracy of detail and shows to remarkable advantage in the superb specimens of physical manhood in many of his group paintings. "Watchful Waiting" and "Sweet Grass Medicine" are both fine examples. He is especially noted for his striking effects with sunlight which throws a warm golden glow over so many of his pictures, and his almost equally brilliant effects with firelight. Most of his firelight pictures are painted at Taos in the early fall. As soon as the days begin to get cool he has a roaring fire built in the big studio fireplace, and the glare from this together with the southern sunlight makes a striking combination. He has a large and valuable collection of Indian curios. He has always made it a rule to collect only those things which were "all Indian," considering things of half-breed origin of little value.

He has a keen eye and a quick mind for grasping essential facts. While painting he is always alert for the natural, unconscious actions which give his subjects graceful, easy postures. He is a typical American, full of tact and en-

"THE PRAIRIE DOG," MR. SHARP'S STUDIO WAGON, ON THE LITTLE HORN NEAR
THE CUSTER BATTLEFIELD

ergy, always alert for what is new, beautiful, and healthful in his art. He is a keen searcher after truth and never slights even the background of his pictures but draws them true to life in the smallest details. It has been said that his power of draftsmanship is responsible for his unusual success as an artist. Others may paint as well as he, but few can draw with the sureness and snap which make his pictures so convincingly sincere.

Whether Mr. Sharp could have accomplished more during his lifetime with hearing than he has without it is a question which perhaps even he could not answer. But it is safe to say that his art has gained rather than lost by the silence of the world in which he works. Though totally deaf for the greater portion of his life he assures us that he can still hear (feel) thunder and a bass drum, and that he remembers how everything in nature sounds.

STUMBLING-BLOCKS AND PITFALLS

BY CORA C. WESTON

If we dwell on life's hindrances
We may be blind to its possibilities.

TO THE unwary speech-reader, colloquial speech is full of stumbling-blocks and pitfalls. How often, at the close of a satisfactory lesson, I have had a pupil say to me, "Oh! yes, I understand you so well, but when I leave school, it is as though I had never had a lesson."

That has been my own experience so often that I am in fullest sympathy, though I've learned through varied incidents, both amusing and embarrassing, not always to blame the speaker. There are many reasons for this, the obvious

one, of course, that in school only correct articulation and good English are used.

Can you imagine a teacher of speech-reading using such idioms as the following: "jever" for "did you ever"; "mebbe," for "maybe"; "donsha" for "don't you"? You are about to leave the house with a party for a long motor trip. Someone turns to you and says, "Sraining." You say to her, "Wahjusay?" She says again, "Sraining," but this time she crosses over to the window, looks out and gives a rueful glance, returns to the coat closet, and brings forth an umbrella. Hah! you have it at last: "It is raining." Had the glance out of the window ac-

accompanied the unintelligible sentence the first time, you would have "got" it at once.

But though we never encountered any but perfect articulation and good English, there would still be the homophenous pitfall. That is a name to conjure with. How many of us have made just as absurd mistakes as the woman who brought her husband a glass of ice-water, when he required a fly-swatter.

Look in the mirror and see how little difference there is in those two sentences. "Will you bring me some ice-water?" "Will you bring me the fly-swatter?" How to avoid just such embarrassing moments is a question that will always worry us, until we have keyed our intuitive powers up to the highest pitch.

One way to avoid that particular mistake, would have been for the man to find the fly-swatter for himself. Being that brand of husband, it would have taxed anyone's intuition, fly-swatters and ice-water being very much in demand at the same season.

Several incidents have shown me the peril that lies in failing to get the meaning as well as the words of the speaker. When I have seen something on the lips that looked incongruous even though not directed to myself, I have insisted upon making it clear just what that should have been. I was lunching with a friend at the club. When she ordered bread of the waiter, I thought she said, "Bring fresh bread," and that seemed a very unnecessary reminder. Instantly I knew it was French, not fresh, bread she was ordering.

If speech-reading had done nothing else for me, I should be grateful for an ever-increasing psychological sense of values. It has taught me the need for adequate facial expression, the absolute necessity for accuracy in reading the lips, for otherwise what wild guesses we do make. But above all it has shown me the inestimable value of a smile.

Whenever I recall the following incident I am covered with confusion, but you may be my judge and say whether I was altogether to blame. I had become fairly skillful in reading the lips, and very seldom carried my hearing instru-

ment. One day I had gone to the dentist and he had finished his deadly work, leaving me the poorer by one molar and a five-dollar bill. He had also left me with a large cavity to be healed as quickly as possible.

By his advice I was to use arnecine, much arnecine wherewith to wash the gums. It being a formula not carried by all druggists, the dentist had given me the names of two who usually had it in stock. Failing to get it at the first, I hurried to the second store he had named, an old established one and one with a reputation for sterling business principles, courtesy being the first.

When I gave the order to the clerk I said I was in a great hurry and she assured me it would take but ten minutes. I waited fifteen then asked the clerk to hurry up the order. She disappeared behind the prescription desk and returned only to say it was not ready.

I waited ten minutes more, then having an appointment and being entirely out of patience by that time, I crossed over to a desk where a white-haired gentleman of seeming importance and authority sat writing. I told him my troubles and without rising, without smiling, without even laying aside his pen, he looked up at me and said, "I don't believe we can fill your prescription."

Those were the words, without any accompanying expression of regret on his face and I was so sure that he resented my impatience and meant to be discourteous, that I glared at him and left the store.

"Describe the man, Mother," said my son when I related the incident that evening. When I had done so, "Why! that was Mr. Allison himself, I'm almost sure. That's very strange; the reputation of that firm is of the very best. Wait a moment."

He disappeared for a short time and returned with a peculiar smile on his face. "Oh! Mother, you're all wrong. I've had Mr. Allison on the phone, he remembered the incident perfectly. Why didn't you tell him you were hard of hearing?"

"Why should I have told him that, when I read his lips perfectly?" I asked.

"For the trifling reason that it would have made all the difference in the world. They were entirely out of amecine and having tried the other retail stores without success, they sent to the wholesale houses. It being on Saturday at noon, they were all closed."

"But why didn't he say so?"

"You did not give him a chance; you left before he had finished explaining."

"But," I insisted, "if he had risen from his chair, or said 'I'm sorry,' or if he had smiled. You can never make any mistake about a smile. His face was entirely devoid of expression."

"That may be accounted for by the fact that two weeks ago he lost his brother, and anyhow," said my self-appointed mentor, "you shouldn't jump to conclusions so readily. Hereafter, don't be afraid to admit your speech-reading limitations."

By that time I had eaten so much humble pie that I was quite ready to be generous and allow the boy the last word. But I registered a vow that never again would I fail to get the meaning as well as the words of the speaker, and then if still in doubt, say to him, "when you say that—smile."

Covering a long period of deafness, I must gratefully acknowledge that I have found very little unkindness. This was a surprise to me, for emerging from the Slough of Despond into which my deafness had thrown me, I expected slights and embarrassments to be my daily portion.

Instead of this, my friends seemed to pick me out for special attention and favors, and I have been grateful for it and tried to save the "other fellow" by applying myself most diligently to the practice of speech-reading.

It is a nerve-racking process at times, but our paths would be much less strewn with stumbling blocks if the public at large could know something of our difficulties. I'm sure they would then meet us halfway.

The variation in mouths is most confusing, the muttering, "lip-lazy" kind is enough to drive one to despair, but much of our failure and embarrassment is caused by the shyness or the irritation of the speaker.

I've grown canny of late, and have laid down certain rules for myself when meeting strangers, for it is with them, of course, that we suffer most. My most successful rule is first to smile, then say frankly and unashamedly, "I'm very hard of hearing but I think I can read your lips." Instantly the head goes up, the smile is returned, there is more motion to the lips. The irritation or the shyness have fled, my nervousness has disappeared, and nothing is left but an increasing wonder that I am actually "hearing with my eyes."

A prominent New York banker, through terrific nervous strain during the war, had acquired "these bum listeners" as he called them. I think I have never heard of finer courage, a finer attitude toward his affliction. Everything in his life, particularly in his business, required good hearing. He said his sympathy was mostly with "the other fellow" and he invariably acknowledged his deafness at once, to save embarrassment.

He had an address to make once, and at the close called for questions or remarks, which had to be submitted to him in relays. He found the audience fairly good-natured with the exception of one man who purposely talked very low. The banker seeing this turned to the audience and said, "Here's a very funny situation, on the one hand a man who cannot hear and on the other, one who cannot talk." He said after that he had the audience entirely with him.

What a strong temptation there is to "bluff" at times! It is a temptation we should put behind us at once. It is a bad habit, a waste of time, and causes embarrassment. Every time we "bluff" we lose so much ground in our progress along the path to speech-reading.

Life's hindrances! Pitfalls! Stumbling-blocks! One would suppose the deafened had a monopoly on all of these, their sour faces, the want of helpfulness in class, the depressing influence. One day I had given the sentence, "My cup of joy is full to overflowing." I looked over the faces, most of the class had "got" it, were smiling; that, if taken literally, would be enough to cause a smile.

I caught one face, all gloom. What

was it she was saying, "Mine's not!!!" and oh! the expression that went with it. How could she expect her cup to be full of joy, she was ever carrying her pitcher to the wrong well. But I'm glad to say such cases are not very common.

I long ago realized that my deafness

would make me a nuisance if, and only if, I permitted it to do so. I know I can be anything I want to be, and I want most earnestly to be alive, to recognize life's possibilities, and I know that no one in the world has the power to be my greatest help or my greatest hindrance but myself.

ARTIFICIAL EAR DRUMS AND HOW I GOT STUNG

By J. E. NABER

HOW often and how eagerly have I scanned the pages of magazines for advertisements of appliances that would help my dulled ears to understand, at least in part, the conversation that was carried on around me. How readily did I permit such advertisements to raise passing hope within me, that *there* at last must be the thing for me to get; and I lived in the future, when with such an aid I could go among my friends and converse in an easy way. Mostly I laid these ads away for future reference, but at last I found one that got me. I was sensitive at the time. I dreaded wearing anything that people could see, and why should I wear such? Right here I read that all I needed to do was to put one of these "artificial ear drums" into my ear and O, wonder of wonders, I'd be able to hear! Against my doctor's advice I sent for them.

I expected much, and I got four wax discs with a cord attached, a rubber tube to slip the cord through and thus press the "drums" into the ear. I expected only two drums, but they were generous fellows. All of that for five dollars! I spent the greater part of a half day "installing" my ear drums, carefully following directions. You know I was going to slip one over on my doctor. Wait till tomorrow. I'd contrive somehow to meet him, not at his office though, and take his breath away by being able to understand him, ordinary conversational tone, too.

Passed a week. I didn't meet the doctor for that surprise chat. I had my friends yell at me and asked them whether they thought my hearing had improved. I began to see light and to sense trouble. So I hunted up the little pliers those

"generous fellows" had sent with the wax drums, and set to work trying to extricate them. The instructions told how easy it would be to do so—"Oh! nothing to it, doncha know?" I believed it, but not long. In the end, after many endeavors, with sore ears and an aching head, I went to the doctor, "fessed up" and had them removed with much difficulty and more discomfort. I went home wiser, poorer, and more deaf than ever because of the adventure.

Since then, I'm wary. Internal ear appliances are tabooed absolutely. Stands to reason they are dangerous. A normal ear throws out some waste matter in the form of discarded ear wax, and an abnormal, an affected ear will discharge more of it. Stop up the outer ear canal, as the artificial ear drums do, and you invite trouble, the extent of which is hard to foretell. The advertisers will tell you you can remove them easily, clean them and the ear, but they will not stand for much removing, and since you must, to meet the requirements of the "installation instructions," press them tightly against the sensitive hearing apparatus of the ear, you are sure to do harm.

TRANSLATION OF TEXT BOOK

Miss Louise I. Morgenstern's textbook, *Lip-Reading for Class Instruction*, which has been most helpful to schools and teachers of lip-reading in this country, has been translated into German. The Hephata League for the Hard of Hearing, of Hamburg, is standing sponsor for it.

It is hoped that this book will render as much service to those interested in the hard of hearing of Germany as it has done in the United States.

STATISTICS OF ORGANIZATIONS FOR THE HARD OF HEARING IN THE UNITED STATES AND CANADA AS COMPILED BY THE VOLTA BUREAU, JUNE, 1922

California

Los Angeles League for the Hard of Hearing, 604 Story Bldg., Pres., Mary E. Rice, Secy., Daisy M. Way; Established, 1917; Charter Members, 11; Membership now, 93; Headquarters—one room (House planned for); Free lip-reading instruction; Departments—Employment, Relief Work, Exchange.

Oral Art Club of Los Angeles, 202 Trinity Bldg.; Pres., Irene Chase Dwyer, Secy., Ellsworth E. Davis; Established, 1920; Charter Members, 7; Membership now, 51. Headquarters—room.

The Santa Barbara Philocophus Club, 1727 Bath St.; Pres., Elsie Hill, Secy., Mrs. H. L. Wass; Established, 1921; Charter Members, 10; Membership now, 21; Headquarters—none at present; Free lip-reading instruction.

The San Francisco League for the Hard of Hearing, 406 Geary St.; Pres., Mrs. John E. D. Trask, Secy., Heloise M. Thibault; Established, 1916; Charter Members, 20; Membership now, 175; Headquarters—apartment of 10 rooms; Free lip-reading instruction; Departments—Social, Employment, Educational and Social Service.

Philocophus Club of San Francisco, 916 Shreve Bldg.; Pres., Rose Sommer, Secy., Emma Regensburger; Established, 1921; Charter Members, 21; Membership now, 38; Headquarters—rooms; Free lip-reading instruction may be had upon application at Stanford University Otological Clinic.

District of Columbia

Speech-Reading Club of Washington, 1624 H St. N. W.; Pres., Florence Spofford, Secy., Lee Robinson; Established, 1921; Charter Members, 25; Membership now, 75; Headquarters—room; Free lip-reading instruction.

Illinois

The Chicago League for the Hard of Hearing, 206 East Superior St.; Pres., Robert B. Dickinson, Secy., Mrs.

B. F. Horsting; Established, 1916; Charter Members, 9; Membership now, 365; Headquarters—Community House; Free lip-reading instruction; Departments: Employment, Extension, Educational.

Maryland

The Speech-Readers' Guild of Baltimore, 1424 Fidelity Bldg.; Pres., Avondale N. Gordon, Secy., J. Wilma Reiman; Established, 1922; Charter Members, 14; Membership now, 20; Headquarters—none at present; Departments—social.

Massachusetts

The Speech-Readers' Guild of Boston, Incorporated, 339 Commonwealth Ave.; Pres., Mildred Kennedy, Secy., Mrs. James F. Norris; Established, 1916; Charter Members, 52; Membership now, 490 (383 deaf); Headquarters—house; Free lip-reading instruction; Departments: Exchange, Men's Division, Volta Review Committee, Recreation and various "activities" committees.

Minnesota

The Minneapolis League for the Hard of Hearing, 1641 Hennepin Ave.; Pres., William Kenyon, Secy., Mrs. Harold Rypins; Established, 1921; Charter Members, 17; Membership now, 74; Headquarters—room with kitchenette; Departments: Employment, Social, Industrial, Educational.

Missouri

The Kansas City League for the Hard of Hearing, 405 New York Life Bldg.; Pres., Mrs. W. P. Johnson, Secy., Mrs. Verna Owen Randal; Established, 1921; Charter Members, 17; Membership now, 17; Headquarters—none as yet; Departments: Employment, Social, Welfare.

New Jersey

Jersey City League for Hard of Hearing, Inc., 719 Bergen Ave.; Pres., Talbot R. Chambers, M.D., Secy., Mrs. Clara M. Laterman; Established, 1920;

Charter Members, 38; Membership now, 132; Headquarters—apartment of six rooms; Free instruction in lip-reading; Departments: Employment, Welfare, Handwork.

Newark League for the Hard of Hearing, Y. W. C. A., 53 Washington St.; Pres., Mrs. A. V. Taylor, Secy., Miss Jane Sargent; Established, 1917; Charter Members, 30; Membership now, 90; Headquarters—room at Y. W. C. A. once a week, (House planned for); Departments: Social.

New York

The New York League for the Hard of Hearing, Inc., 126 East 59th Street; Pres., Harold Hays, M.D., Secy., Annetta W. Peck; Established, 1910; Charter members, 17; Membership now, about 1,000; Headquarters—one floor in an office building; Free instruction in lip-reading; Departments: Placement and Vocational Bureau, Industrial, Educational, Welfare (including recreation work), nine clubs, cultural classes; Publishes a monthly newspaper, *The Chronicle*.

The Knickerbacker Studio Club of Speech Reading of N. Y., 115 East 56 Street; Founder, Mrs. N. Todd Porter, Jr.; Established, 1921; Founding members, about 50; Headquarters—one room.

Syracuse Speech-Reading Society, 405 E. Fayette St.; Pres., Mary B. Cooper, Secy., Elizabeth G. DeLany; Established, 1922; Charter members, 13; Membership now, 37; Headquarters—the Syracuse Clinic (at present); Free instruction in lip-reading; Departments: Employment, Educational, Humanitarian, Investigating, Social.

Ohio

The Lip-Readers' Club of Cleveland, 2525 Euclid Ave.; Pres., Louise Howell, Secy., Lawrence K. Holcomb; Established, 1920; Charter Members, 30; Membership now, 110; Headquarters—a room; Free instruction in lip-reading; Departments: Library, Educational, Social, Welfare, Handwork Shop; (co-operates with the Government Employment Bureau Association for Cripples and Disabled.)

The Speech-Reading Guild of Cleve-

land, 2157 Euclid Ave.; Pres., Gertrude Kappler, Secy., Ralph E. Lawrence; Established, 1921; Charter members, 27; Membership now, 45; Headquarters—one room and office; Free instruction in lip-reading.

The Dayton League for the Hard of Hearing, Inc., 18-19 Louis Block; Pres., William E. Morris, Secy., Mabel R. Lindner; Established, 1920; Charter Members, 9; Membership now, 75; Headquarters—rooms; Free instruction in lip-reading; Departments: Employment (not fully organized), Welfare, Industrial, Educational.

The Toledo League for the Hard of Hearing, 1957 Franklin Ave.; Pres., Mrs. B. C. Bowen, Secy., Mrs. Rodney C. Dewey; Established, 1919; Charter Members, 7; Membership now, 124; Headquarters—club house; Free instruction in lip-reading; Departments: Employment, Social, Educational, Industrial.

Pennsylvania

The Speech-Reading Club of Philadelphia, 1606 Locust Street; Pres., Cora Elsie Kinzie, Secy., Alice Grant Smith; Reorganized from Speech Reading Society, June 1918; Charter Members, 80; Membership now, 803; Headquarters — house; Free instruction in lip-reading; Departments: Employment, House, Welfare, Educational, Entertainment, Membership, Relief, Woman's Exchange, Hospitality, Social, Publicity, Auditing.

Pittsburgh League for the Hard of Hearing, 1105 Highland Building; Pres., W. A. McKean, Secy., Ruth Robinson; Established, 1920; Charter Members, 18; Membership now, 125; Headquarters—suite of rooms (shared with Pittsburgh School of Lip-reading); Free instruction in lip-reading; Departments: Employment, Entertainment, Arts and Crafts.

Rhode Island

Providence League for the Hard of Hearing, 1057 Cranston St.; Pres., Mrs. William B. Peabody, Secy., Mary F. Lyons; Established, 1922; Charter Members, 8; Membership now, 15; Headquarters — with Providence School of Lip-Reading (home planned for);

Free instruction in lip-reading; Departments: Social Service, Welfare.

Texas

Houston Club for the Hard of Hearing, 1610 Webster Ave.; Pres., Laura A. Davies, Secy., Mrs. George W. Cleveland; Established, 1921; Charter Members, 8; Membership now, 25; Headquarters—none at present, uses the Y. W. C. A. club rooms; Free instruction in lip-reading; Departments: Social, Membership, Publicity.

Canada

The Ottawa Speech-Readers' Club,

124 Wellington St., Ottawa, Ontario; Pres., J. E. Milne Dickie, M.D., Secy., Alice J. Cranston; Established, 1921; Charter Members, 9; Membership now, 21; Headquarters—none at present.

The Toronto Lip-Reading Club, Y. W. C. A., 21 McGill St., Toronto, Ontario; Pres., Miss L. M. Currie, Secy., Mrs. H. J. Coon; Established, 1921; Charter Members, 25; Membership now, 70; Headquarters—room at the Y. W. C. A.; Free instruction in lip-reading; Departments: Educational, Publicity, Recreation, Social Service.

THE DEAFENED HUSBAND

BY DIRK P. DEYOUNG

JOHN FERRALL, the philosopher and humorist of the *VOLTA REVIEW*, has not, I believe, written on this subject. Whether he is happily married or happily single, and wishes to avoid the tangled topic of matrimony, I do not know; but I am certain that his versatile mind has not overlooked this important phase of human relationship. In discussing the matter myself, therefore, I fully realize that I am poaching on his literary preserves, besides taking a chance on stirring up a quarrel with the wives of deaf men.

From experience, however, if not from much learning, I feel that I can qualify as an authority on the subject. I have been married to one woman for twelve years—a long time these days. I am deafened, too, for life. Moreover, my wife has many times proclaimed me a model husband—a model, you know, as defined by Noah Webster, is only a small representation of the real thing.

Nevertheless, the deafened man has many virtues as a spouse. One of the principal causes of divorce is that the male of the species philanders off with other women. Not so with the deafened husband; he sticks around his own fireside like a big, fat, lazy cat. Furthermore, other wives don't want him. Consequently, strange women will not

ensnare him; he will not stray away; he is divorce-proof; he is an industrious worker; he saves his money, and brings home the bacon. Score one.

Deafened husbands are generally as still as a mouse in the house. They bring in few noisy visitors; they say little themselves and are good listeners, which women of course like, even though their talk falls upon dull ears. Like the cat on the sofa, they blink their eyes when their wives scold them, and being unable to hear what they say, never talk back. Lo, what a virtue!

There are other angles of the matrimonial relationship, however, in which the life-partner of the deafened man gets the worst of it. For instance, her husband cannot hear the baby cry at night; he cannot hear the wind and rain which come up while he sleeps, making it necessary for his wife to get up and shut the windows in his room, and neither the crowing of the cock nor the shrill rattle of the alarm clock can arouse him from his slumbers in the morning.

Oh, yes, deafened men are ideal husbands. (Ask my wife.) They can wash dishes, if the water is not too hot, and help tend the furnace, providing a man and woman can agree on regulating it. They can sew the buttons on their trousers, if someone threads the needle

for them; they can put their clothes away, if the closet assigned to them is not already filled up with my lady's wardrobe. They can use one towel for a month, changing ends from time to time, and find their hats when they are on their own heads. It is really marvelous what such men can do.

I do not, of course, want to be boastful of my own accomplishments along house-keeping lines, (my wife may see this if it is published, although she does not read all that I write any more, as she did in the early day of my authorship. The novelty is worn off), but among other things I can get my own breakfast (consisting of a glass of water, corn-flakes and milk), I can beat rugs, mow the lawn, hang pictures (under difficulties, however, because I can't hear what my wife says about getting them straight on the wall when I'm up in the air on a chair), and I can even carve a turkey, if I have sufficient room in which to perform and my wife carefully and fully instructs me how to operate on the bird each time, just before the guests sit down to the table.

A deafened husband's hearing apparatus, I have found, sometimes works in a very freakish manner. My wife's requests for an increased allowance, for example, somehow do not penetrate at all. On the other hand, I seem to have miraculous powers of hearing when the dinner-bell rings. I cannot hear a clap of thunder as loud as the report of a Big Bertha, yet if the maid tells me in a whisper that there is some cold chicken and a piece of green apple-pie in the ice-box for me, I get it every time. This strange phenomenon causes me to believe that a man is able to hear through his stomach, which I have long ago observed is also the seat of the reasoning powers, and although not a poet, I have nevertheless composed the following verse:

The way to man's heart,
Say the wives who are smart,
Is not through the crust of his dome,
But with food 'neath his belt,
Where his reason is felt,
You can soon drive an idea home.

Being able to hear with other organs than the ears brings up the story of a noted French scientist who was deliver-

ing a lecture on certain kinds of insects before a gathering of American college professors.

"The grasshopper," said the speaker, "hears through his legs."

"Prove it," demanded his hearers.

"Very well," replied the lecturer, and he proceeded to demonstrate his theory by placing a grasshopper on one end of the table which stood near him on the platform. Tapping the other end gently, the grasshopper jumped off. Then he pulled both legs off another one of his collection and placed it in the same position, rapping vigorously on the table again. That one did not jump off.

"You see," said the scientist with an air of triumph, "I have proved beyond a doubt that grasshoppers do hear through their legs."

Deafened husbands do not, I am sure, hear through their legs, but no one will dispute the theory which I advanced (and I claim the originality for this idea) regarding the presence of a very live auditory nerve center at the pit of a man's stomach. Indeed there is something uncanny about the way a man who is hard of hearing, even without a watch, which few of us can carry on account of having all of the pockets loaded down with hearing instruments, can hear the rattle of dishes when the table is being set for his meals.

His hearing may not be normal, but his appetite is. Thus summing up, let us say that the deafened man is a "model husband," in many ways, but that in most matters of life, he is the real thing, not merely a small representation thereof. If anyone doubts this assertion, ask the wives of these men; if conviction is still lacking, ask the men themselves.

CENTENNIAL OF CORTI

The *Klinische Wochenschrift* recalls that June 15 was the centennial of the birth, in Sardinia, of Alfonso Corti, who gave the world the perfect description of the internal ear. He studied at Paris and Vienna, where he was professor under Hyrtl, and in 1848 moved to Würzburg, where the results of his research on the *organ on spirale*, called by Kolliker, the organ of Corti, were published in 1851. In 1885 he returned to Italy to live and abandoned further anatomic research, dying in 1876, aged fifty-five.

A. M. A.

CAN YOU HELP TO FIND A TEACHER FOR A DEAF-BLIND CHILD?

ONE morning, a short while ago, we had a visit from the father of a little deaf-blind girl. He came to us to ask if we could assist him in securing a teacher for his little daughter, Alice. He told us that he had tried for more than a year to find a teacher for Alice, but so far had been unsuccessful as all qualified teachers were employed. It is imperative, he said, that a teacher be found for this child whose body is growing rapidly but whose mind has never been reached, cut off as it is from light and sound. He wanted us to see Alice, and sent for her to come into the room.

We must confess that, when we heard the child coming up the steps (accompanied by her colored maid), it was with reluctance that we looked at her, for our hearts were already aching for this poor little creature who had spent all of her life in darkness, and in silence. What was our surprise, then, when we heard a sort of "babbling" noise to turn and see a very attractive figure of a perfectly formed little girl with dark brown bobbed hair, wearing a pretty little dress and white shoes and socks. The picture she made as she stood framed in the doorway, her head up and her shoulders back, would never have brought to one's mind the words "deaf and blind." There was none of the shrinking attitude in this child, nor was she in the least awed by the strangeness of the room or the people. As soon as her sensitive little fingers were placed against the wall, she commenced a thorough and minute examination of everything within her reach; and when one of us called to her she came straight to us and, after patting us a little in an inquisitive sort of way, evidently decided that a hug was in order!

It seems that the colored girl (about fifteen years of age) is the only person who has been able to train the child at all. This girl, untrained as she is, but who has had "the will to help, and the courage to do," has taught little Alice all that she knows and truly deserves a word of praise. When asked if the child heard at all she answered in the affirmative, and said that she had taught Alice a number

of things by repeating them over and over. We asked her to let us see her talk to Alice. These are some of the things she told the little girl to do speaking very close to her ear: *Clap your hands, Alice; Put your hands in your pockets; Say "Pat-a-cake"; Love me; Stand up; Walk upstairs; Come down the stairs;* etc. (We think that we should also add that she has taught Alice to dress and undress herself.) About this time Alice began to mumble something that was absolutely unintelligible to us, but which turned out to mean that a drink of water was wanted. We were very much interested to see the maid place the child's hand under the spigot and say, "That's water, Alice—water, water, water." Alice now began to get restless, and performed a few gymnastics. Whereupon the girl leaned over her and said, "Now, Alice, you must be still, or you can't hear the music," and, turning to us, she explained that Alice would sit for hours in her little chair at home listening to the victrola.

Perhaps Alice has enough sight to distinguish light from darkness, we couldn't be certain; and perhaps she has enough hearing so that, while general conversation is a mystery to her, she realizes that different sounds have different meanings, still, unless this hearing is developed and her mind reached by a trained teacher, there looms ahead of her a life of darkness and ignorance.

Here, then, is a child seven years of age, alive from the top of her head to the tips of her toes, thirsting for information. Her father, although not a wealthy man, is willing to make any sacrifice to have knowledge brought to this barren little life.

Isn't there someone who is willing to bring this child's mind out of the dark, confused, meaningless maze it is in at present, into a world of light, and a life of happiness?

"Inasmuch as ye have done it unto one of the least of these . . . ye have done it unto me."

M. C. N.

Further information about this case may be secured from the Volta Bureau.

REPORT ON THE CONDITIONS OF HEARING IN AN AVERAGE CHICAGO PUBLIC SCHOOL

BY DR. NORVAL H. PIERCE AND DR. JOHN J. THEOBALD, *Chicago, Ill.*

AN OTOLOGICAL survey of the Chicago public schools has long been the cherished hope of many good citizens of this city. To the Chicago League for the Hard of Hearing must go the credit for making this hope a reality. In the past four years the members of this splendid organization, working alone, made numerous attempts to get this work started but met with many obstacles. Chief among these was the failure to gain the consent of the Departments of Health and of Education, their reasons for objection being: insufficient funds, disturbance of the school routine, doubt as to the practical value of such a procedure, and, finally, disinclination to establish a precedent for the many other organizations of pseudo-welfare which are seeking access to the schools for the purpose of making examinations such as weighing the children, determining the alignment of the vertebrae, etc. We must all admit this was a formidable defense and discouraging to the League.

Within the past year impetus was given to the movement by the efforts of Dr. Norval H. Pierce. He was able to convince the officials of the Departments of Health and Education that an aural survey of one average school would serve as a basis for calculating the aural conditions throughout the whole school system. In addition he agreed to assist the League in raising the necessary funds and to furnish the medical personnel to make the survey and to outline and direct the plan by which it was accomplished. The officials very readily gave their consent and selected the Sumner school in which to work out this problem. They believed that the children of this school represented the average attendance throughout the Chicago school system with reference to nationality, social status, general care, etc.

The survey was begun about April 1. Miss Valeria McDermott, who proved to be a valuable assistant, took care of the records while Dr. John J. Theobald made the tests. An average of fifty children,

beginning with the upper grades, were examined daily and the total of 1,093 aural examinations were completed in four weeks; Dr. Theobald working three hours daily and five days each week. We received only the best kind of coöperation from the officials of the Department of Health and of Education represented by Dr. Jones and Dr. Frank G. Bruner respectively. The helpful assistance of Mr. Traut, principal of the Sumner school, and that of the teachers cannot be praised too highly.

The examination consisted of the whisper test at twenty feet, examination of the drum heads and tonsils, and, when necessary, functional tuning fork tests. We relied on the children of the upper grades, after instruction, to properly occlude the ear not being examined. The children of the lower grades were assisted in this maneuver by a member of the eighth grade furnished by Mr. Traut. Those who did not readily hear the whispered words and numerals at twenty feet plus were Politzerized and the whisper test repeated. Cases not coming up to normal or children who heard very poorly in the first test, were held over for the tuning fork tests. All of the children readily submitted to the examination without protests with the exception noted further on. In no instance were children advised of any defect nor were any recommendations made regarding treatment. The following is a report of the survey as submitted to the Chicago League for the Hard of Hearing and by them to the Board of Education and to the Department of Health of Chicago:

The Sumner School records showed an attendance of 1,209 children. One hundred sixteen were not examined, 70 of these were members of the kindergarten class, 4 refused examination and 42 were absent. This leaves a total of 1,093 examined.

Total number of Tubo-tympanic catarrhal cases.....	62
Improvement on inflation.....	58
No improvement.....	4

Thirty-three other cases, while they

heard at twenty feet, showed other evidence of involvement of the middle ear by inflammatory process.

If we multiply these 62 cases of tubo-tympanic catarrh by the total number of school children (411,000) and divide by the number examined (1,093) we have 23,313. It is difficult to foretell the course of this class of cases as regards future hearing, but it is well within the bounds of reasonableness to estimate that a quarter of them (6,000) if not properly treated, will show an irreparable loss of hearing before the age of thirty-five years, which will materially handicap them in their economic capacity. We can with all positiveness say that the time for treatment in these cases is the present, before the ossicular mechanism becomes fixed in abnormal positions.

The results of the factors which produce tubo-tympanic disease are accumulative. This view is strengthened by the fact that 13.8 per cent of the cases are twelve years or over, while only 6.2 per cent are under twelve years.

Sixty-nine per cent of these tubo-tympanic catarrh cases had tonsils and adenoids. This supports the universal opinion that tonsils and adenoids play an important rôle in the production of tubo-tympanic disease. However, there were 31 per cent of tubo-tympanic cases in which the tonsils and adenoids had already been removed. This proves that tonsils and adenoids are not the sole causative factors in the hardness due to tubo-tympanic disease and the corollary is that the duty of the physician, or those supervising these cases, does not end with the mere removal of tonsils and adenoids, but that proper treatment should be continued in order to establish the normal mobility of the ossicular chain.

It is rather surprising that only 1.4 per cent of chronic suppurative otitis media cases were discovered. As regards these cases we found nearly as many with the tonsils removed as with tonsils and adenoids not removed, showing again that tonsils and adenoids are less of a causative factor in chronic suppurative ear disease than in tubo-tympanic disease. These are the cases which require careful study by the otologist as to whether or not an operation is to be performed.

They also require treatment by an otologist or a specially trained nurse.

Only nine cases were found in the Sumner school who required tuning fork tests to arrive at the proper diagnosis as to whether the disease was situated in the middle or internal ear in order to prognosticate their future course. Case No. 1 heard the whispered voice at six feet, low limit elevated to A (55), negative Rinné, together with a marked shortening of the c_4 , with improvement on inflation. Case No. 2, aged fifteen and in grade five, heard the whispered voice at three feet, low tones elevated to F (90), negative Rinné, with no improvement on inflation. Case No. 9 had a slight elevation of the low limit, a marked shortening of the c_4 , and no improvement on inflation. These are the cases which are on the verge of deafness and might very soon be incapacitated. Since there were three such cases among 1,029 examined we can readily estimate there would be 1,200 among 411,000 (present enrollment).

In cases where the hearing is materially reduced and when there is evidence of nerve involvement or elevation of the low tone limit, increased Schwabach marked negative Rinné and no improvement on inflation, the pupil should be placed under special instruction, not for the purpose of learning lip reading at once but that his education shall be conducted through the auditory sense.

Cases 3, 5, 7, and 8 had a marked middle ear deafness in one ear in addition to marked nerve involvement confined to cases 7 and 8.

The pupils with loss of hearing in one ear and the other normal constitute a special problem. It may be considered the part of wisdom never to take a pupil from the general classes unless for very good cause, and one may think that with one good ear the pupil can remain with the regular classes. However, it is a fact that among the pupils of the Sumner school the pupils with one good ear and one defective ear are considerably backward in their studies. Case 5, aged fourteen, is in grade 7 and case 8, aged fourteen, is in grade 6B. These cases should be carefully observed as to their progress and if the loss of hearing is rapid, facilities for learning lip-reading

should be supplied by the Board of Education.

Dr. Bruner, chief of the Special Schools, has sent out over his own signature to the parents of the pupils whose hearing has been found defective, the following notice:

As a result of a hearing test and ear examination recently given all children in the Sumner School, it was discovered that your child has an ear disease which may result in loss of hearing if it is not properly treated.

We urge you to pay immediate attention to this very important matter as delay may result in permanent loss. It is your duty to send your child to a responsible specialist in diseases of the ear, if you are able to pay. If not, to one of the following special clinics:

Rush Medical College (Central Free Dispensary), 1744 W. Harrison Street.

College of Medicine of the University of Illinois (West Side Dispensary), 508 S. Honore Street.

Illinois Charitable Eye and Ear Infirmary, 904 W. Adams Street.

We would advise that you take this notice to the clinic when you take your child for examination.

Yours very truly,

(Signed) FRANK G. BRUNNER,
Director of Special Schools.

A trained nurse, who is paid by the

Chicago League for the Hard of Hearing and assigned to the Department of Health will follow up these cases and check the parents as to their action in the matter and attempt to see that these pupils receive proper treatment.

This report confirms the belief that an otologic survey of the entire school system of Chicago is imperative. There are no great difficulties to be surmounted either financially or otherwise. The plan by which a corps of nurses, with special instruction, could weed out the cases for trained otologists to examine could be readily devised with the machinery at hand. Or, teachers could be rapidly trained to weed out more rapidly these cases for diagnosis.

An Ambulatory Clinic such as is now conducted in Rochester, N. Y., would be an extremely expensive matter for a city so large as Chicago.

It is greatly to be hoped that in the near future the Medical School of the University of Illinois will have in operation facilities for taking care of all such children who are unable to pay, if the Board of Public Welfare so directs.

PLEASE PASS THE BUTTER!

BY JOHN A. FERRALL

“FOR a sharp paper and one full of good points,” says some unknown Solomon, “nothing beats a paper of pins—unless it is a paper of needles.” Since this paper happens to be neither the one nor the other, it is just as well not to start it with too great expectations.

Yesterday evening I noticed a group of men in an automobile salesroom listening to a concert or something of the sort over the radiophone.

Today I have been reading a very interesting account of the radiophone and its possibilities. Experts are proclaiming it to be the greatest potential educator and spreader of culture the world has ever known.

“Historians credit the invention of printing with the tremendous strides

civilization has made in the last few centuries,” Owen D. Young, chairman of the board of directors of the Radio Corporation of America, is reported as saying, “but, after all, reading is an art which must be learned; it has a limited appeal, and it often takes more effort than a reader wishes to give. The radiophone suffers from none of these disadvantages. We all have ears and do not have to be taught to use them. We can be reached through them without special effort on our own part. The ear has always been the means of reaching and swaying people most easily . . . the phonograph has brought music into millions of homes and has been an amazing incubator of culture and taste. Radio can reach far more people and can bring along with music the information and

culture and ideas which will make us wholly one democratic people, sharing ideals and purposes and plans."

It is truly amazing to realize that it is now possible to take a simple little black box and by putting on a sort of telephone headpiece listen to concerts and lectures hundreds of miles away. Improvements certain to be made in the near future will no doubt make it possible for anyone, anywhere, at very small expense to hear the best music of the world, the greatest lectures, the most impressive sermons. All one will need to do is to consult his "directory" of attractions and, taking down his "receiver," connect with the thing which appeals to him most—perhaps an address by the President, grand opera at the Metropolitan (or even from the opera houses of Europe!), a dance orchestra, or a lecture on cooking!

Perhaps you are wondering just what this has to do with deafness? Or you may be placing me in the class with the hero of a recent *Washington Times* story. This man, it appears, entered excitedly a crowded room where a meeting was in progress and, taking a bundle of notes from his coat pocket, began an address.

The chairman of the meeting attempted to check him, but the speaker simply refused to be interrupted. Finally the chairman gave up in despair and allowed the man to proceed. For nearly half an hour he continued his harangue. Then he took his seat.

"Have you quite finished, sir?" asked the chairman, perhaps a trifle sarcastically.

"Entirely," replied the late speaker, "and I defy you—I defy any one in this room, to deny the truth of my statements."

"I have no wish—we have no wish—to deny your statements," said the chairman. "What I have been trying to explain to you is that the gas company, the management of which you have so severely criticized in your remarks, is holding its meetings in the adjoining room. This is the Vegetarian Society."

I am not at the wrong meeting. The radio discussion is apropos, I think, because the point I wish to bring out is that after reading the article I have

mentioned, and thinking it over in connection with the remembrance of the group in the automobile sales office, I was greatly impressed with the wonderful possibilities of the radiophone in bringing music, lectures, and such things to every one. Then, of course, came the realization that these things would be of no benefit to me personally, since I cannot hear. And I got to thinking what a terrible affliction deafness is. For, of course, the radiophone means nothing to a totally deaf man like myself. Naturally, I felt very sorry for myself. I felt so sorry for myself that the wonder is that I did not burst into tears over my pitiful condition. That I did not is, no doubt, due to the fact that I seldom keep my mind on one phase of a subject for long, and before I had actually reached the point of tears, I had shifted my thoughts to other angles of the situation.

Then it began to dawn upon me that my depression was not the result of my deafness, and consequent loss of the radiophone's benefits, but instead was due entirely to a wrong perspective. I was looking into the wrong end of the glass. In effect, I was allowing myself to starve merely because I had found there was no butter in the house—everything else, you understand, but no butter. If I could not have butter, I was saying, then I did not wish to live. Give me butter or give me death! What is a man profited, if he shall gain the whole world, and yet have no butter for his bread. Better an imitation butter, than no butter at all. As the poet says:

Whate'er the future years may bring,

This vow I shall rehearse:

I take you, dearest Margarine,

For butter—or for worse!

Why didn't they kill me and be done with it, if they were not going to have any butter today!

Please pass the butter!

Seriously, isn't that rather a typical method of reasoning? We worry over the things we have lost, or never had, instead of devoting our attention and our efforts to making the best of the wealth of things still at our disposal. And we, hearing folks as well as the deaf, worry ourselves into a pitiful condition over the most trifling things.

There was the daughter of a wealthy American who married a duke. He was not much to look at, it is true, but still he was a duke and the young lady seemed contented enough. One can't have everything. One night, however, her husband awoke to find her crying bitterly.

"Why, my dear," he said, wondering, "what in the world is wrong?"

"No—nothing," she said.

"But there must be something," he insisted. "Tell me about it."

She refused, but he insisted.

"It—it was just a dream," she sobbed, finally.

He laughed.

"Oh, I wouldn't take a dream so seriously as that," he said.

"But—but this was such a terrible dream," she said.

"Tell me about it," he urged.

"We—ll," she said, "I seemed to be walking down the street and I came to a large auditorium. There was a crowd of women there, and I went in. They were offering husbands for sale. There were beautiful ones that sold for only fifteen hundred dollars. Others sold for a thousand dollars—and five hundred dollars—"

Her husband was astonished.

"I see nothing in such a dream to make you shed tears," he said.

"But—but," she continued, "there were lots of men that sold for fifty dollars each—and some for twenty-five—and ten—and—"

"Did you see me in one of the lots?" asked her husband, amused.

"That's—that's just it," sobbed his bride. "Finally they put up a lot of men in bunches like asparagus—and—and they sold for five cents a bunch—and you were in one of those bunches!"

What a pity we cannot find as many things to be happy over, as we can find to worry over. There are just as many, you know.

Inability to hear music is a deprivation, it is true. Music was once my hobby. But I find that poetry takes its place. I never listened to a piece of music that affected me more strongly than, for example, "The Ocean" by Byron—or Shelley's "The Cloud,"—or Tennyson's "Crossing the Bar." And there are the

folk songs of Riley and of Guest to take the place of the popular or "home" ballad.

Educationally, the radiophone has wonderful possibilities. The deaf cannot take advantage of them. But did any one ever listen to a lecture that impressed its facts upon his mind as firmly as a picture would? I wonder. In the newspaper, how often do we find that a cartoon will convey an idea more effectively than a column of type. Students of cause and effect have long realized that anything which has to be taught, described or explained can much better be taught, described or explained with the aid of pictures. Wonderful as the radiophone may become as an educator, no deaf person need despair so long as pictures—moving or otherwise—exist. Where it is a case of eye against the ear—I'll take the eye for results, every time. Things do not pass in one eye and out of the other as readily as they pass in one ear and out of the other, you know.

During the past winter the Speech Reading Club of Washington was fortunate enough to have Mrs. George L. McAlpin of New York present before its members her lecture on "California Gardens." She placed on exhibition the finest collection of views I have seen. And certainly no written or spoken words could have conveyed to my mind the wonders of California's gardens as clearly as did her pictures.

No, it may be something of a loss not to share in the wonders of the radiophone, but there is considerable left for us—considerably more than one can assimilate in a single life time. We need not worry about the things we have lost; our full efforts are needed to see that we do not miss any of the things still left to us.

I could hear fairly well for half my life, and I know you will be greatly shocked and surprised when I say that I cannot recall a single lecture or sermon that was as interesting to me as a good moving picture. I will go one step farther and say that I have been secretly listing as one of the advantages of deafness that fact that I have *escaped* some thousands of sermons and lectures.

Yes, whenever things like the radiophone cause me temporarily to think of

deafness as something fatal to one's chances for happiness in life, the slightest thought soon shows me that I am on the wrong track. There is still more than enough left to spell happiness for any one. And it really is not essential to look very carefully for it either—all we need do is to see that we do not hide from it! As Walt Whitman puts it: "Keep your face always toward the sunshine and the shadows will fall behind you."

Of course, all of my rather numerous arguments in *favor* of deafness are premised on the assumption that the deaf person addressed is well taken care of financially—that he is economically independent, or has a position yielding enough to keep the wolf, if not the profiteer, from his door. That deafness is a severe handicap in earning one's living is certain. Or, rather, as I insist, it is not deafness but what employers think is deafness that causes the barrier to be erected. That is, the trouble lies in securing a satisfactory position, not in holding it. The deaf are amply able to hold their own, I firmly believe, if given a fair chance. However, as long as employers feel the way they do, deafness will be considerable of a handicap in business life. "It is useless for the sheep to pass resolutions in favor of vegetarianism while the wolf remains of a different opinion." What we have as our task is the altering of the wolf's opinion.

It is this unwarranted barrier of prejudice that makes it so important that we of the deaf who must make our way in the world of business do all we can to show that deafness is no barrier to efficient service. Because we *are* our brother's keeper, and because other deaf people must inevitably be judged by the standards we set, it is vitally important that we try to do a little more than our share. We may not be able to keep from feeling discouraged and despondent at times—but *I believe we can keep from showing it!*

However, I started out to entertain, not lecture you. I am afraid I have gotten a long way from home. A teacher was telling her class the story of Alexander the Great. She had described the conquest of India and said: "When

Alexander had conquered India, what do you think he did? Do you think he had a great celebration in honor of the victory? No, he did not. He sat down and wept."

The children seemed to be a trifle disappointed at this childish exhibition on the part of the hero, and the teacher thought it best to go a trifle more into details.

"Does any little boy or any little girl in the room know why Alexander sat down and wept?"

One little boy raised his hand, but took it down immediately when he saw he was the only one who had raised his hand.

"Come, come, Willie," said the teacher, encouragingly, "tell us why Alexander sat down and wept."

"Please, ma'am," said Willie, hesitatingly, "perhaps he didn't know the way back."

That's it, I guess. I'm stopping right here because I have gotten so far from the starting point that I do not know my way back!

PRECAUTION IN BATHING.

Bathing is good sport. Indulged in moderation it contributes to health as well as happiness. The patronage given this year to Rochester's two fine public beaches shows how much the opportunity they offer is appreciated.

Many families throughout the city have found out by harsh experience that it is dangerous to allow small children to remain long in the water or play on the sand under the blazing sun unless they have become gradually hardened to such exposure. Numerous cases of sickness have developed directly traceable to this cause.

In a letter which appears in another column on this page a specialist in diseases of the ear, nose, and throat points out another danger connected with bathing.

As he shows, man is not provided by nature with the protective devices common to animals which spend part of their time submerged in water. Getting water in the ears is a common experience. As it causes no pain most of us are inclined to pay little attention to it.

Yet as this expert shows ear trouble may result at any time from this cause. Deafness is such a serious affliction that none of us can afford to take chances with anything that may reduce hearing.

If you are subject to this annoyance of water in the ear don't disregard it. Take the precaution to put a little cotton in your ears before entering the water. Above all do this before diving. And see that your children do the same.

HOW DO YOU ESTIMATE YOURSELF?

IT WAS during the time that I was trying to reform Chicago that I once confessed, to myself, honestly, frankly, and without equivocation, that I was a failure! Sincerely and hopelessly I believed it, notwithstanding my claims to a belief in the possibility of an intelligent self-love. For a long time I had been merely bluffing myself and pretending that I was amounting to a great deal, when as a matter of fact I was not amounting to anything. I stood unafraid before myself that day, my own arbiter and judge, inexorable and relentless. To be sure, the skies were conducive to pessimism. It should have been spring and it was not. April was cold and contrary, not behaving at all as April should. Moreover, my typewriter keys were uninspired. I wanted to be a writer, a reformer, a poet, something of note. I wanted the world to hear about me. But as I sat in front of my window, looking out at the dismal grayness of the world outside, I said to myself that I was none of these things and I might just as well be honest and own it to myself. So to escape from complete boredom over my hopeless condition, I began writing at random my own estimate of myself. And this is what I wrote. I found the scrap of paper the other day tucked away among some old letters.

This has been a miserably cold day. I am lonely and restless. I have been trying to write and I have no words. There is nothing in my heart or my head. What shall I do? I am worthless, an idle good-for-nothing. I shall not amount to anything. If I were to be of any worth in the world I would have been so before now. What have I gained of all my effort? Nothing but a somewhat pleasant pastime for myself. I am loitering my life away as if I were a child wandering aimlessly in a meadow picking flowers that pleased my fancy. If I have any object I have not discovered it. I do no one any good. I am a bore to people and a bore to myself. I find a joy in browsing among books but that is a selfish thing to do because it is of no value to anyone else. My mind is not especially fruitful as far as I can see. I am pretending that I am making a success of life and I know that I am not. Then why do I pretend and be dishonest with myself? I cannot even pay my debts and I cannot make my own living. Why people are so patient with me I do not know. Now the tears are in my eyes and I am about to cry. I ought to get to work

and do something, but I haven't the knowledge of what to do that I can do, nor the purpose nor the will to do it. I am lonesome, and the worst thing about me is that I don't seem to care very much what happens next. Nothing much will happen, I know that. I shall go on, making a shift at living, and reading in books what to do, and never doing it.

It is all because I am deaf. If I were not I would lift the world!

You see it was not the fact that my efforts to reform Chicago, vast wicked city, that can be at the same time so friendly and so cold to strangers—had been so futile and unavailing. Not that I lamented and wept over the indifference of that modern Sodom. Not that at all. All would have been so easy but for this one obstacle, the fact that I who might have been of such great value to the progress of the whole world, was rendered helpless in the hands of fate. Hard of hearing! Therefore worthless, incompetent, valueless, a living lie unto myself and others.

But human moods are fitful, and all days are not blue days, thanks be to the gods who shaped our wills and purposes. If it were not true that the trend of human motives is ever toward a higher level, that there is more of optimism in the world than pessimism, how then would the world ever get on at all?

At the age of seventy-six John Burroughs wrote with the candor and frankness that comes with years, "I am pessimistic by night, but by day I am a confirmed optimist, and it is the days that have stamped my life." Now, looking back to that dark gray April afternoon when I counted my life a failure because I was growing deaf, I am glad and thankful to say that that was not one of the days that has stamped my life. The wail of self-denunciation of that afternoon was of brief moment. Nevertheless there was the danger of such an attitude's becoming permanent, had I not awakened to the fact that I needed to do a little experimenting with myself, and go a little further in my self-analysis.

What I really lacked was self-confidence. I have often wondered if other people who are partially deaf have experienced the same kind of feelings of

panic on different occasions—say, an interview or a classroom discussion, the fear that one would not quite hear all that was said and to say something irrelevant in reply. And nothing is surer to call forth irrelevancy than just such a state of mind. The fear that one won't hear reacts back upon the mind and one actually becomes deafer for the time being. The heart begins to beat faster and one is thrown into an extreme state of self-consciousness that robs one of freedom and ease. I do not know whether this state of mind is due to my own individual temperament, or whether it is a natural psychological result of being hard of hearing. It may be a combination of both. I only know that I realized that in order to regain my freedom, it was necessary for me to bring a counteracting influence to bear upon this "fear complex." The task I have chosen and am hanging to is not easy, but I believe that it is just the kind of task that a person like myself needs to perform. I am a social worker, and I interview some fifteen or twenty people every day. And I am becoming increasingly bold; self-confidence is growing, and best of all I love my work, and I find myself constantly scheming to invent some new plan to make myself indispensable. Yes, I gave up Chicago, verily "shook off the dust under my feet for a testimony against them," and set my face toward another part of the country where the forces to be overcome were of less formidable nature.

And I have made up my mind about one thing, that it is a waste of time to be thinking about how we would "lift the world" if some things were different. As far as I am able to find out—and I have been studying the problem now for some six or seven years—there is only one thing to do. Whatever the obstacle that seems to limit one's freedom and efficiency, there must be some one thing that each person can do and do well, and be happy in doing. And all that is needed is the pluck and determination and stick-to-it-iveness that says,

This is my work; my blessing, not my doom;
Of all who live, I am the one by whom
This work can best be done in the right way.

Then shall I see it not too great nor small.
To suit my spirit and to prove my powers.

It may take a little more wit, a little more mind and a little more imagination to do it, but with a real goal in view any handicap will prove in the long run to be a self-developer and therefore a real asset rather than a drawback to essential success. That there is a vast need in the world for more mind, more wit and more imagination than we now possess, no one can deny. Here then is the opportunity for hard of hearing folk, just because of the psychological nature of our common problem, to contribute to the creative work of the world.

To keep oneself the normal person, independent, going on with life with the same give and take as before, meeting the dare of it all unflinchingly, keeping serene in the face of difficulties, and refusing absolutely to call any loss a handicap, but at the same time bearing in mind that there will be those who will call it such—that is the problem.

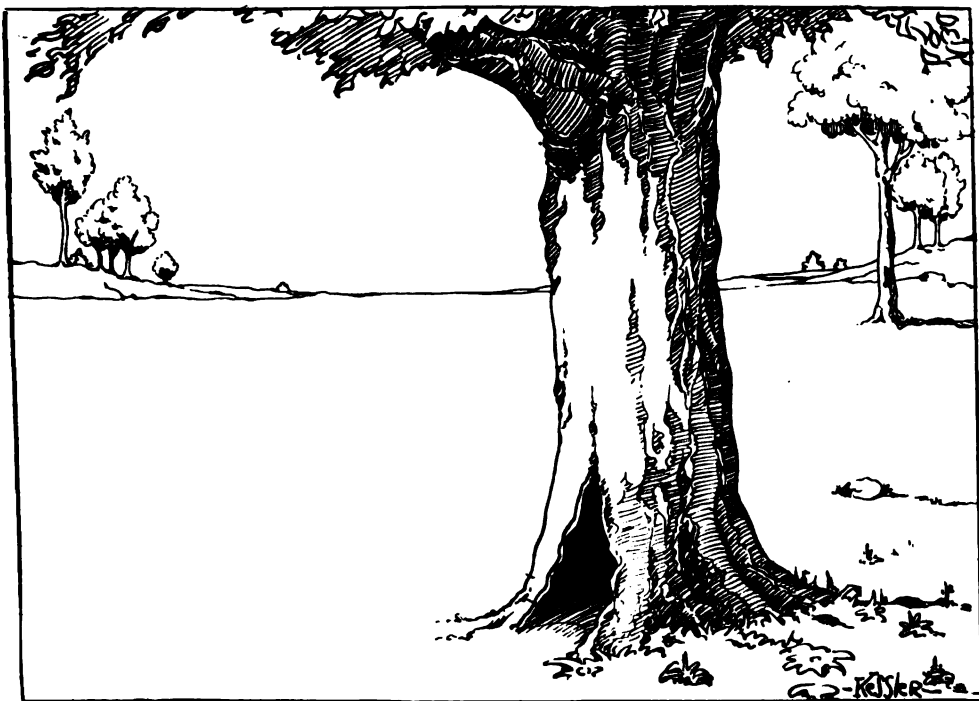
But after all, it is only a matter of adjusting oneself to life so that the world will have gained and not lost because one lived—and that is a universal human problem from which none can escape.

MY MOTHER TONGUE

HARRIETTE TREADWELL, *Chicago Public Schools*

1. I believe that my mother tongue is worthy of my admiration, respect, and love.
2. I believe that it is possible for me to speak my native language correctly, fluently, and elegantly.
3. I believe that this takes time, patience, and care.
4. I believe that slang is language in the making, and that until it is made it is not proper for children to use.
5. I believe that the use of slang kills one's power to speak fluently.
6. I believe that the proper accompaniment to pure, clearly enunciated language is a musical voice.
7. I believe this voice can be cultivated, for it is every one's right by inheritance.
8. I believe it is possible to live up to this creed.
9. I believe it is worth while.
10. I believe I'll try it.

—*Journal of the National Educational Association.*



MIDSUMMER MADNESS

BY SAUL N. KESSLER

I strolled alone in the woods today
 When suddenly came a sound;
 I distinctly heard what I thought
 was a bird,
 But it wasn't a bird, I found.

'Twas Pan, a-piping a lay for me
 (I swear it, upon my soul!)
 Oh, it was a wondrous sight to see
 A fairy that looked so droll.

He blew away with his pipes at play
 'Til there came a sudden hush,
 And I saw in surprise, with my own
 eyes,
 That his pipes had changed to a
 brush.

He was painting a scene, all yellow and
 green

And orange and red and blue.

As he painted away for the rest of
 the day,

His masterpiece grew and grew.

And I saw unfurled the entire world,
 All man and bird and beast,

Mountains, streams, reflecting the
 gleams

Of the sun coming up in the east.

And the blue-white deep was flecked with
 sheep

That were only the clouds a-fly,
 And I saw in a glance, as though in
 a trance,
 My own little self go by.

Then Presto! Back to his pipes leaps
 Pan

And the weird notes drift away—

'Twas a dream, I fear, for I cannot
 hear,

Yet it happened just as I say.

William C. McClure, superintendent of the Missouri School for the Deaf, died at Fulton, Mo., Thursday evening July 13, following an operation for appendicitis.

Funeral services were held at the School Saturday afternoon July 15, and burial was in Fulton.

BETTER OPPORTUNITIES FOR THE CHILDREN

THE deaf should never condemn oral teachers who don't know how to sign. The writer, near the end of a long life (nearly half a century) in the service of the deaf, is a scorching, red-hot oralist of the deepest dye. He can sign like sixty in a pick-me-up style, but he believes in *speech* for the deaf. Would to heaven that it were equally possible to believe as strongly in hearing for the deaf. We don't despair of the possibility of even the latter in a later age.

Don't knock speech because you were born and educated back in the kindergarten years of the education of the deaf. We are in the primary school age today and still progressing towards a far-away college career. Do all you can to help secure the possibilities of speech for the present and future generations of the deaf. Make "Excelsior" your motto and see to it that the deaf go onward and upward instead of backward and downward. Because your grandfather used a goose-quill pen is no argument against your use of a typewriter. Because you don't speak is no reason why your deaf child should not learn to talk orally.

The adult deaf should see to it that their organizations stand for the construction of *character* as well as for social pleasures. The cultivated, with stress on *cultivated*, language of signs has ample scope to bring ideas and amusement into the organized collective life of the adult deaf.

Every deaf child *must* get its *oral opportunity*. Speech and speech-reading as well as every possible *aural* exercise must be secured for the semi-mute. This is a greater responsibility upon the adult deaf than upon the hearing citizens of the commonwealth. English via spelling and writing, on the oral or natural, that is to say the hearing child's method of learning language, should be the system used for all such deaf children as may be physically or mentally incapable of the acquisition of speech and speech-reading on the pure oral method.

The deaf must understand that the *oral system* means, among other things,

the acquisition of English just as the language is learned and used by hearing people. The translation of *sign indeography* in the idiom of the French language, for the American sign language came from France, must destroy the sequence of regular English. It is little short of marvelous that any of the deaf so educated have ever gotten even a fairly normal use of the difficult English language. The sign language has no place in the classroom. The deaf children are at school to learn English.

Every influence should be exerted to secure schools for backward deaf children. Such schools exist everywhere for the hearing child. Why handicap the mentally alert deaf child with the incubus of the backward, the moron, and even the feeble-minded? The education and care of the last two classes should be provided for in the homes for feeble-minded children which are to be found in most of the states. Such children have no legitimate place in schools for the deaf.

The deaf should center themselves on every kind of welfare work for their own class. This will increase the intelligence, build up the character, and bring greater happiness, both individually and collectively.

F. O'DONNELL in *The California News*.

MARYLAND SCHOOL FOR THE DEAF

The Maryland School for the Deaf stands in line for congratulations in that it has been officially recognized as a school, coming under the head of Educational Departments, and will no longer be classified as a Charitable Institution.

That bills have been passed in Maryland and New York raising the status of the Schools for the Deaf, is evidence that the work done in these schools is acknowledged by their respective states to be on an equal footing with that in the public schools; and that the pupils of these schools are not "objects of charity" but children who, although handicapped by deafness, have the same right to an education as their hearing brothers and sisters.

CLASS OF DEAF PUPILS, HANGCHOW, CHINA

APPEAL OF THE HANGCHOW HWEI AI SCHOOL FOR THE DEAF

IN FEBRUARY of 1914 my father opened a school for the deaf in Hangchow. We have worked for eight years, and forty-four deaf-mutes have been educated and are now at their homes earning their living by making drawings and by tailoring. Four of our graduates are working in the Shanghai Commercial Press, Ltd. We have started a department of rug weaving installed in our school in April, 1921. Six of the pupils work for a half day and study the other half day. There are now twenty-one deaf pupils, ranging from eight to eighteen years of age. These pay from one dollar a month up to sixty dollars a year for board and expenses, depending upon the wealth of the family.

On the 2nd of May, 1922, the school took four deaf pupils to the National Christian Conference in Shanghai. They gave demonstrations in speech and lip-reading, arithmetic and writing in both Chinese and English and received loud praise from a large number of delegates of the conference.

There are six schools for the deaf in the whole of China and these are small owing to lack of funds and workers. There are approximately 40,000,000 children in China of school age among whom there are probably 40,000 deaf-mutes. There are many poor children and or-

phans who are anxious to come. It costs \$60.00 a year to support one pupil, and we have insufficient funds at our disposal. We are not able to receive them all. We are very sorry that we have to turn them away.

Two years ago we received from the *Silent Worker* of Akron a contribution of \$75.00. On the 9th of May, 1922, we received a draft of \$112.00 from the *Deaf-Mute's Journal*. In addition on the 1st of June we received two drafts of \$31.00 making the total of one hundred and forty-three dollars. For these gifts we wish to express our heartfelt appreciation. Two poor pupils came to the school on May 16, 1922 whose expenses are paid from the *Deaf-Mute's Journal's* fund.

At present we are sending out an appeal through the *Deaf-Mute's Journal*, the *Silent Worker* and the *Volta Review* in hope that those who are interested in our Chinese deaf school in Hangchow may be willing to contribute some money to help the school in order that we may receive and help more pupils. The deaf through the agency of our work may also receive the Gospel. Those who desire to contribute please send their money to the Editor of the *VOLTA REVIEW*, Washington, D. C.

Sincerely yours,
TIEN FU TSE

PHILOCOPHUS CLUB OF SAN FRANCISCO

The Philocophus Club for the Hard of Hearing held its last meeting of the year on June 3, at 916 Shreve Building. The officers for the coming year were elected as follows: President, Miss Irene Rowe; Vice-president, Mrs. Charlotte D. Robertson; secretary, Mrs. F. A. Spaulding; treasurer, Miss Edith McGlynn; Board of Directors, Mrs. Deborah C. Adams, Mrs. W. S. Vanderburgh, Mrs. Elizabeth Rowe, Miss E. A. Josephi.

After the election a luncheon was given in honor of the newly elected officers, at the Bellevue Hotel. The table was beautifully decorated in yellow tones. Toasts were proposed between courses following a welcome address to the club by Mrs. Adams.

The affair was ably managed by the Committee on Entertainment and passed off with great pleasure to all.

DEAFNESS NO LONGER BAR TO SUCCESSFUL CAREER

Under the above title, a splendid article prepared by Miss Elizabeth G. DeLany of the Syracuse Speech Reading Society appeared in the *Syracuse Herald* for Sunday, June 25, 1922.

The Herald says in part, "The psychology of deafness is so little understood by the average public, and this ignorance is so pitifully apparent even in the very families where one member is growing hard of hearing, that a crusade of education is urgent to put these matters before the world.

There is probably no class of persons today whose welfare is so gravely neglected as these, because the very nature of their difficulty tends to render them timid, seclusive, lacking in self-confidence. Because of this, we find the tragic cases where brilliant minds and noble souls are allowed to rusticate or die a spiritual and mental death."

At this point Miss DeLany gives as examples the names of persons who, although deaf, have achieved great success, and says that the lives of such people as Edison, Beethoven and Harold McGrath tend to strengthen faith in the value of working for the rehabilitation of all deafened persons.

Miss DeLany then tells something of the first league for the hard of hearing, and shows how—from this first group of interested workers—the organizations for the adult deafened have grown until they are all over our country. The need of the coöperation of honest aurists is stressed.

After a resume of the work as a whole, Miss DeLany speaks in particular of the Speech Reading Society in that city, Syracuse. The purposes of that organization are briefly given, and a cordial invitation issued to all interested persons.

"VERA," THE RUSSIAN DOLL VISITOR

During the year we have people visit our school from many walks of life and often from distant parts of the world, but never have we had a visitor that was quite so interesting as "Vera," the Russian doll. Mute though she was, she spoke volumes, for the message she brought appealed to the sympathy of every one.

"Vera's" trip was arranged by Mrs. R. Renwick Earle, of New York, who is her "fairy godmother," and who is sending "Vera" to every school for the education of deaf children in America.

"Vera" was made and dressed by the little Russian children and sent as a gift of appreciation to the children of America, whose money made possible the establishment in the Petrograd institute, of one of the many child-feeding kitchens, maintained by the American Relief administration to save Russian children from starvation.

Characteristically Russian in every item, the doll bears evidence of much ingenuity having been used in her construction. From the straw-stuffed stockinet body with hand-painted features, to the real hair given by some little red-headed Russian girl, and to the cloak and bonnet, "Vera" is made of scraps, bits of cloth sack apparently flour sacking went into lingerie and handkerchiefs; bits of dress material and a piece of cloth, evidently once a part of a man's coat, were used in other parts of "Vera's" wardrobe. Everything was carefully sewed. And, not content with having made the doll dress and traveling bag filled with other knick-knacks, the little Russian children sent along a number of letters thanking the American children for the good will shown to Russia, and inviting an exchange of correspondence.

"Vera" is being used in institutions she visits as an object lesson in class work, and has attracted much interest. Her permanent home after her visit to the seventy-six schools for the deaf in America, will be the New York Institution for the Deaf, 99 Fort Washington Avenue, New York City.

"Vera" reached this school on Thursday, May 4, the second relay after leaving New York City, was exhibited to the different classes on Friday, and was started safely on her journey on Saturday, May 6, for the Northern New York Institution, Malone, N. Y.

Several of our boys and girls wrote letters to the Russian children whose names appeared on the letters sent along with "Vera." A collection was taken and the children were happy to contribute a neat sum to continue the relief work being done in Russia. This amount was sent to "Vera," Care of American Relief Administration, 42 Broadway, New York City.

The Register, Rome, N. Y.

Report of the Proceedings of the Toledo Convention will commence in the next issue.
—SUBSCRIBE NOW!

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"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—Bacon.

Volume 24

SEPTEMBER, 1922

Number 9

In Memoriam

Alexander Graham Bell

AS THE sun was setting on the evening of Friday, August 4, 1922, the body of Alexander Graham Bell was reverently laid to rest on the summit of Beinn Bhreagh mountain in a tomb blasted from natural rock. This spot, the highest in eastern Nova Scotia, overlooking the "Lakes of the Arm of Gold," was chosen by Mr. Bell himself.

Messages of sympathy to his family from different parts of the globe attest the high esteem and great admiration in which he was held.

The world mourns the loss of a great genius; but we, the members of the American Association to Promote the Teaching of Speech to the Deaf, have a deeper and more personal feeling of sadness in that we have lost not only the founder of our Association, but a friend. To the last, his heart was with us, as it was on that day in 1875 when, convinced of the success of his invention, he wrote to his mother, "Now we shall have money enough to teach speech to little deaf children."

On those of us who were so fortunate as to meet Dr. Bell—who felt the gentle courtesy of his manner and the sincere kindness of his nature, who remember his voice, the keenness of his eyes and the charm of his smile—on those, was left an impression that will be an everlasting inspiration.

In accordance with the simplicity of this great and good man, it was highly fitting that his body should be buried to the singing of Robert Louis Stevenson's "Requiem":

Under the wide and starry sky,
Dig my grave and let me lie,
Glad did I live, and gladly die,
And I laid me down with a will.

EXTRACTS FROM THE PROCEEDINGS OF THE THIRD ANNUAL MEETING OF THE AMERICAN FEDERATION OF ORGANIZATIONS FOR THE HARD OF HEARING, INC., TOLEDO, OHIO

June 12, 13, 14, 1922

THE opening session of the Third Annual Meeting of the American Federation of Organizations for the Hard of Hearing, Inc., was called to order at 9:30 A. M. June 12, 1922, by President Wendell C. Phillips, M.D., at the Hotel Secor, Toledo, Ohio.

* * * * *

President Phillips: Ladies and gentlemen, we will now come to order. I will call upon Mrs. B. C. Bowen, of Toledo, the President of the Toledo League, to address you, and I know it will be an address that will bring with it a warm welcome to Toledo.

ADDRESS OF WELCOME

BY MRS. B. C. BOWEN

Fellow-members and guests, greetings! In the name of Toledo I welcome you, and as President of the Toledo League for the Hard of Hearing it is my privilege to express to you the genuine hospitality which flows from our hearts, and to assure you that the Toledo League is ready to do all in its power to make this convention the splendid success it so richly deserves. When it was suggested first that this convention might be held in Toledo we trembled at our own audacity, but now that you are here it seems but the culmination of the many happy surprises that have been ours during this past two years.

During our brief career we have accomplished ambitions beyond our fondest hopes. I would like to pay a tribute just here to the Toledo Community Chest, through whose financial aid we have been able to surmount many difficulties. Imagine us, starting as a small band, meeting in one tiny room. But so sincere was our purpose that our recognition was as speedy as our outlook had been dismal.

During the Boston Convention, Dr. Phillips spoke of the wonderful aid the otologists might be to their city Leagues.

Here we have been fortunate also. The otologists of Toledo have been always ready to assist us in every way with advice and encouragement. While you are here we wish you to meet all the members of our League, also all of our otologists, one of whom it is my pleasure to introduce this morning: Dr. Hubbard.

THE CONFUSION OF CONSONANTS

BY DR. THOMAS HUBBARD

Poets contrive to have a hand in the building of a language in order, no doubt, to facilitate rhyming. If no two words sounded alike the hard of hearing could take life easier. But we must endure things as they are and make the best of it. It is the art of the philosopher to turn a handicap to his own advantage.

The sense of humor is innate and the individual who has the faculty of getting little thrills of pleasure out of the passing, transient amenities of life has solved the great problem. The confusion of consonants, the misunderstanding or loss of the spoken word, the making of merry mistakes, can all be turned to good account in the mind of the philosophic hard of hearing.

The fact is that in ordinary conversational exchanges the dominant motive of the speaker is to tell something that he wants the other fellow to know. It is a conventional process of unloading his mind and he is indifferent to the attitude of the other. Now this is bad enough for one who hears well and very trying indeed for one who has to pretend to hear something that he is not particularly anxious to understand. And that is where the hard of hearing can work in a little genuine creative humor. The art is to fill in a confused consonant or the lost word with a letter or a word that fits or hits the speaker, his make-up, foibles or pretenses.

Those who live in the forced retire-

ment of deafness have a keen faculty of observation—they naturally learn to read character accurately—and in its refinement this art can actually improve on the spoken sentiment and make it fit the man as they read him, perhaps exalt him, and if he obviously is pretending, what a pleasure it must be to fill in the broken sentence or the indistinct word in a way adapted to their reading of the character.

The wit or humor of any race is largely a matter of imagination, playing with double meanings, euphonious word combinations, and taking all kinds of privileges with the language, and why should not this group within the race, the hard of hearing, develop this saving accomplishment to keep their lives sweet? It might lead to a bit of literary invention in the line of creation of an enduring character—a highly intellectual accomplishment.

May be that Sheridan was hard of hearing and made the handicap useful in the creation of such a character as Mrs. Malaprop. She was an ambitious, resourceful woman and even when one has seen a Mrs. Drew, the embodiment of pretension, there would still linger the doubt that one "oracular tongue" could make so many amusing blunders. So we will assume that her limner made the most out of a confusion of consonants and thereby produced a century of smiles.

Recall a few of her sayings. After reading a purloined letter from Sir Anthony to Lucy about herself: Mrs. Malaprop: "There, Sir, an attack upon my language! What do you think of that? An aspersion upon my parts of speech! Was ever such a brute? Sure if I apprehend anything in this world, it is the use of my oracular tongue, and a nice derangement of my epitaphs." And again: "She is as headstrong as an allegory on the banks of the Nile." And: "Sir, you are our envoy—lead the way and we will precede."

Sheridan created an enduring character by such tricks with words that sound alike. The vowels are nearly all there but he juggled the consonants. Any one hard of hearing can do it, perhaps better than the average, and a free play of a

consistent imagination can actually create the character.

That's what the poets have done to language. They moulded it along the line of symphony and meter and made trouble for the hard of hearing. The only way out is for the deaf to make people say what they ought to say—put words into their mouths that fit their general presence.

A deaf friend, one of the type who gets all there is out of the amenities of life, enjoys hugely the bluff he carries on with the family. He lords it in a quiet way and considers it much more important that the family should hear him than that he should hear them—a pretty good definition of the autocrat. But, kind at heart, he never offends. He announced a new aphorism the other day. "Seeing is believing; hearing is deceiving," and it is of deep significance. It expresses the spirit of a half deaf philosopher, one who keeps his mind cheerful by the stimulus of humor.

Recently he made the rather startling announcement that he could hear about all that he wanted to, but qualified it by saying that there were two rather important words in the English language that he would like to hear more clearly, "I would give a good deal if only I could be sure of catching these two words distinctly. They have given me more trouble and confusion than all the rest put together, and in fact I can say that it is my chief affliction that I cannot be sure of the words YES and NO." If we carry this idea into the realm of the partially deaf group it might account for the fact that there are bachelors among the hard of hearing.

An aged lady, hearing senile, expressed sad regret in that she could no longer "believe her ears." It seems that she had heard the preacher say something about "An honest ice-man."

A most amusing incident occurred at a movie given for the benefit of an institutional group of the deaf. It was noted that they were chuckling with laughter at a very solemn scene in which the choir were supposed to be singing a hymn. It seems that the actors were taking liberties for their own amusement and, instead of

a hymn they were singing a silly popular song—"Put your arms around me, Honey. Hold me tight." Certainly the deaf ones had the best of it and I understand that a few such exposures by expert lip-readers stopped that kind of stage foolishness. But best of all the handicapped deaf made an original discovery in the line of humor.

I see before me a rather serious minded group, and I would like to close my remarks of welcome with something sensible. I call attention to the fact of psychology that chronic seriousness is liable to merge into that state of mind which destroys contentment—WORRY. Now worry is a manifestation of fear and therefore cowardly. The habit of fearing is in the main a lack of self-confidence, an acknowledgement of weakness. That is a rather bold but very wholesome line of logic.

But this sounds too much like preaching and I'll get back to my subject. It is a privilege to endorse the address of welcome and congratulate the executives of the Association and of the local League on the realization of their philanthropic motives. The local League has become a civic institution, educational, constructive and a social center. The executives surprise us every year with new accomplishments and it is expected that some of their methods will prove worthy of permanent recognition in the development of League idea.

President Phillips: The next order of business is the announcements to be made by the Chairman of the Local Committee of Arrangements.

Mrs. Dewey: This is to be just a short business-like little notice; but we are so happy to have you here that I cannot refrain from saying that much.

Now for business: I hope that you all have registered. We want you to register because that will be of value in the future conventions. If we have a certain number of registrations from out of town we will be able to get railroad rates next year. (Applause.) So be sure to register.

The Detroit people wish me to announce that they will be very glad to

have you all come over to Detroit on Thursday, and if any of you have it in mind will you please talk it over with Mrs. Henry Deuter. She would like very much to have you accept the hospitality of Detroit on Thursday.

President Phillips: The next order of business being the President's address, it falls to my lot to appear on the program at this time, but before I begin to talk I want to ask if you can all hear my voice. I am very anxious that you should. I want to stand in the proper relation to this machine that I hope to be to your own dear selves.

We are not so lonesome as we used to be, for this national organization actually began with just two local Leagues and it rather looked like a lost cause in the start. But the end has justified the means and when I see this magnificent audience before me, of an organization just three years old, it means much for the future.

I think if we had the proper financial backing in this National Organization it would grow so fast we could not find places enough to accommodate us! There is nothing so badly needed in any organization on earth as money is needed for this National Organization at this time. You need it—God knows how you need it, in your local organizations—but we need it much more here. If we had the financial backing we need to put in the field such women as this little one at my left (Mrs. Dewey) you see what would be accomplished. . . . These are some of our dreams and some of our hopes, and I hope they will come true.

PRESIDENT'S ADDRESS

BY DR. WENDELL C. PHILLIPS

Fellow members and guests of the American Federation of Organizations for the Hard of Hearing, I have the privilege of greeting you as your presiding officer and in behalf of the Local Committee on Arrangements to give you hearty welcome to the City of Toledo. For two years you have honored me with the presidency of this body and for the second and last time I have the pleasant duty of delivering the president's address. According to my conception the presi-

dent's address should contain not only an accounting of his stewardship and that of the associated officers of the organization, but he should outline the future policy and attempt to "blaze the trail" for future development to be undertaken by his successor.

I again call attention to some of the objects outlined under the Constitution and By-Laws of the Association.

The object of the Association is to improve the condition and relieve the misfortunes of persons whose hearing has been lost or impaired. The means for the attainment of this object include the following: Encouragement of scientific research as to the causes and treatment of deafness; development of special methods of instruction; furnishing of voluntary relief and aid in destitute cases; creation of facilities for development and exchange of ideas, and all other lawful activities that may be appropriate to the general purpose of the corporation. The Association shall not be conducted for the pecuniary benefit either of the Corporation or of its members. It shall be National or International for similar purposes. No single method of teaching lip-reading shall be preferentially advocated.

These are indeed worthy objects and our growth during the past year gives evidence of a bright future, providing all phases of our work are nurtured along progressive lines. This National body began with but two constituent organizations in addition to a fairly large individual membership. At the 1921 meeting held in Boston, we were able to report nine constituent bodies with an increased individual membership. During the year four new constituent bodies have officially joined the organization, bringing our total up to thirteen. These new bodies are as follows:

The Speech-Reading Club of Philadelphia,

The Knickerbacker Studio Club of Speech-Reading, of New York,

The Speech-Readers Guild of Boston,
The Speech-Readers Guild of Cleveland.

In addition we are able to report 110 individual members. But our added constituent bodies and individual memberships by no means represent the growth of the year, for there are at least fifteen other new local bodies already formed or in process of formation. Time will not permit an enumeration of these new bodies. It will interest you

to know that we have jumped the boundaries of America, for it is my privilege to announce that a league for the hard of hearing has been organized in Glasgow, Scotland. The league in Glasgow was founded by Dr. James Kerr Love, and we feel it an honor to have been able to assist ever so slightly one whose writings have been of great assistance to us as well as giving us inspiration for our growing interest in child-welfare work.

We have carried on much interesting correspondence with persons wishing to form organizations and in every possible instance we have suggested to correspondents that they solve their individual problems by organizing the deafened in their community, offering to help and advise them. These correspondents have written from every section of the United States and also from Canada, Cuba and Czecho-Slovakia. Letters of inquiry come to the home office almost daily. We have actually assisted a number of groups to get started, among them the Syracuse Speech-Reading Society, the Minneapolis League, the Rochester League, the Detroit League and the Utica League. These have all been started by coöperation of otologists with teachers of lip-reading, social workers and people of means either deafened themselves or interested in social welfare. Requests for literature and information as to organization are frequently received, but we have not been satisfied answering inquiries alone but have attempted to interest some sixty communities in the formation of organizations. We have advised other young and growing organizations and have been able to strengthen their positions in their communities by obtaining the recognition and coöperation of local otologists. Among these we may name the Houston Club for the Hard of Hearing.

Our thanks are due the New York League for the Hard of Hearing for permitting us to make their clubrooms our headquarters during the year; also for contributing so much valuable time on the part of their Executive Secretary, Miss Peck, who has served as our Corresponding Secretary.

It has been deemed wise to change the original name of our organization on account of conflict with the name of another national organization. The necessary legal steps have been completed and this year's program appears under the new name--The American Federation of Organizations for the Hard of Hearing.

Needs of the Federation: Our growth is greatly hampered by lack of funds. If we could afford to employ a full-time executive secretary and also one or two workers to give full time to development of local organizations throughout the country, we would grow by leaps and bounds. Unfortunately, the dues of the members and of the constituent bodies barely yield enough to cover the cost of the annual meetings and the necessary expenses during the year, even with the help of one or two personal contributions. We would have no trouble to secure competent organizers and workers from the ranks of our own membership providing we could maintain them. The field is "ripe for the harvest." I have no hesitancy in making a strong appeal for large contributions to be devoted to missionary work for this wonderful cause.

The Local Organizations: In the last annual address I emphasized the importance of developing local organizations of a type which will serve all the varied shades of interest and needs of deafened people. The name of the local organization means nothing compared to its spirit and scope. To my vision the ideal local organization will strive to own its own home, and this home should as far as possible be developed into a fully-equipped community center for the deafened. It should be a clubhouse so constructed and managed that every phase of social, educational and economic helpfulness can be promulgated. I refer to lip-reading education, employment, recreation, social pleasures and sympathetic companionship. There should be an advisory board of otologists connected with every center, and whenever possible, attempts at research work should be made.

I reiterate my personal experience

whereby, as an otologist, instead of being obliged to tell my deafened patient the bald facts that no hope may be expected for improvement from the fast-fading hearing function, I now am able to hold out the hand of hope that lip-reading education, congenial occupation, social pleasures and sympathetic companionship may be reached directly, thus giving him a new viewpoint of life and a happy solution of a most difficult problem.

I now invite your attention to the excellent program which has been prepared for your consideration, and declare the Third Annual Session of the American Federation of Organizations for the Hard of Hearing open for business. * * *

Mrs. Dewey struck a keynote which is very important, and that is that the names of this great audience should be registered. I am going to ask her assistant if she will come down to the front now and pass the book through and get your signatures. And here let me say THE VOLTA REVIEW has actually become the mouthpiece of this organization, and unless you sometime vote to change it, it will remain so; and I would not be surprised if this list of names were published in THE VOLTA REVIEW.

Now you are going to have the pleasure of listening to the reports from the constituent bodies. There are many other things for consideration. There is one paper here this morning that I hope you will all remain to hear, because it is an attempt by an otologist to tell you about the different types of deafness and I want you all to hear his paper.

We will commence these interesting reports which you have on your programs, by a report from the Speech-Readers Guild of Boston, by Mrs. Knowlton.

REPORT OF THE SPEECH- READERS GUILD OF BOSTON

BY MRS. ANNIE ROGERS KNOWLTON

Members of the Toledo League, ladies and gentlemen: I cannot begin to tell you how happy I am to be here, and as I have so few minutes to speak I must get right down to business, but all of you who were in Boston last year and whom

we had the pleasure of entertaining will know where we live and what we are and how happy we were to have you, and we hope that all those who have never been near us will soon find us out and come to us.

I would like to say first that we had the pleasure of being the first club in America to be formed for the hard of hearing by the hard of hearing, founded by the hard of hearing and voted for by the hard of hearing. Although we have a great many hearing members, they have no part in our business organization. But I think more than that we are proud of having been the first to organize a committee in aid of THE VOLTA REVIEW which has meant so much to all of us. We were the first club in the country to have a committee solely for helping THE VOLTA REVIEW—for selling THE VOLTA REVIEW and trying to bring it into the lives of the deafened.

As I speak of our new house I want you to understand how very essential it has been to us to have this large place of meeting.

We have grown so that we now number about 500 members, almost 400 of whom are deaf. In the convention of last year you saw the house. Now that house is completely run by voluntary work except for our local secretary. We have committees on hospitality, entertainment, recreation, publication, finance, men's division, house, and educational committee.

The Hospitality Committee is entirely given for the love of the work. All the

ladies give their services, and they give a great deal. They help us on all social days, always have a welcome at the door.

The House Committee takes full charge of the management of the house, and it has been very interesting to me how much has been done for our house. In the year and a half that we have occupied that house we have had 1,339 gifts, and some of those gifts have been

given by the dozen; 1,339 individual gifts, and some of them have been given by the dozen. We count as one gift a dozen napkins, and things of that sort.

Another very important feature is our Publication Committee which edits everything that goes out from the Guild. It takes all of the orders from the Board of Directors, everything that is essential, and carries out all printed matter and all reports of committees. It compiles our advertisements, our notices all are edited carefully so there will be no mistakes; it edits for publication reports and letters previously passed on by the Board, compiles folders, bulletins, etc.

Also, we have started a very successful Exchange. Of course the preference is given to the deafened workers, and we have been able to give \$700.00 to our consignors. We have given \$200.00 to employees also for carrying on the work, and our exchange has also given to our fund \$600.00 to help in the general fund, and that has all been in gifts. We also bring in money by giving fairs and rummage sales. You will see samples

JOSEPHINE B. TIMBERLAKE

Superintendent, The Volta Bureau

Editor, THE VOLTA REVIEW

Recording Secretary, The American Federation of Organizations for the Hard of Hearing

of our work at the Toledo Club-house.

The educational work is of great importance. We have regular Friday and Saturday classes for practice, and also evening practice classes to accommodate those who are unable to attend during the day.

We have a great deal of charitable work. In this work we have close co-operation with the state organizations.

Besides these, we have our recreation work, which provides games, bowling, card parties, walks, and also we have our regular Entertainment Committee for club days. So you see our work is very broad. We try to find something for every deafened person. If he is not a good lip-reader we try to make him one. As long as he is struggling to be a lip-reader he should have every encouragement and we want everybody to know about us and be interested in the great work that we are doing.

If you ever come to Boston nothing will make us happier than to see our friends here and to welcome you to Boston.

President Phillips: We are next to hear from the Chicago League for the Hard of Hearing, Mrs. A. L. Drum, Vice-President, whose paper will be presented by Miss Gertrude Torrey.

REPORT OF THE CHICAGO LEAGUE FOR THE HARD OF HEARING

BY MRS. A. L. DRUM, VICE-PRESIDENT

The past year has been such a splendid year at the Chicago League that it will probably be some years before we can equal the visible accomplishment of the past months.

Our new Community Center is our most important acquisition. After months of search a beautiful old house on the lower north side was found to suit our needs, and we wasted no time in moving into this delightful new home, where we are now so happily located. The house is a spacious old home, situated with a nice yard for summer entertainments, quite near the lake, and is well adapted to our needs. The club-

rooms are large and sunny and a general air of contentment prevails.

The men's room downstairs is a source of great joy to a large number of lonely men and I might add quite a few women are sometimes extended the privilege of enjoying the pool table. The pool table, by the way, was perhaps the greatest single thrill about the whole new center. The pool room for the men has been one of the most successful things in the Club-house. How we longed for a pool table! How faint was the hope of obtaining one! But never daunted, one of our very optimistic members heard that there was a very generously inclined man at a certain place which manufactures such things, and one bright day, with a brighter smile, she walked in and laid the situation before him; and within a week the table was installed in the clubhouse, with all its accompanying equipment, as a complete gift: which shows that many people would like to help if properly approached.

Our house, too, has living quarters for members and quite a few have availed themselves of the privilege of these delightful surroundings. These new features are only an addition and extension of our regular class and social work, which continues with enlarged enrollment and greater interest.

7,113 persons used the League Rooms for the year April 1, 1921, to March 31, 1922.

2,587 persons attended the lip-reading classes; 499 men and 2,088 women.

1,743 lessons were given to 15 ex-service men sent to the League by the Federal Board for Vocational Education.

The Evening Adult Lip-Reading Class in the Lowell School, Oak Park, was continued, the Board of Education co-operating to the extent of furnishing the room, heat, light, etc.

Four scholarships in lip-reading were awarded. Two scholarship loans were given, enabling one woman to take a year's course of training in arts and crafts, and the other a course in laboratory work.

The monthly Round Table was continued throughout the year, and included general topics of interest in hard of hearing work, varied by an occasional travel talk, or current-events discussion.

The *Bulletin Board* was put on a voluntary subscription basis and advertisements solicited from representative manufacturers of hearing instruments, with the result that the cost of publishing and mailing the *Bulletin Board* was reduced 50 per cent.

Through the coöperation of the Dictograph Products Corporation and the Globe Ear Phone Company, the League Room was furnished with an equipment of twenty auditorium phones. The phones have given special pleasure to those who do not read lips well, when lectures or special occasions warranted their use.

Employment was found for applicants in the following lines of work: housework, bookkeeping, proofreading, typing, hospital attendant, addressing, sewing, box factory, laborer. The depression in business and the widespread unemployment situation increased the number of applicants coming to the League, and also, unfortunately, lessened the ability to place many of them.

The study of professions and occupations that the hard of hearing can follow, was continued and published monthly in the *Bulletin Board*. The following occupational studies have been added to the list made and published last year: dictaphone operating, addressograph operating, mail clerk, stock clerk, copywriter, advertising manager, proofreading, landscape architecture, garment designing and garment cutting. These studies have attracted interest and comment, as they differ from other studies of the kind made for handicapped groups, in that the occupations or vocations are not presupposed or recommended, but are those being pursued with success by the hard of hearing, so that the point of actual experience is injected into the study.

The campaign for the installation of church phones in churches and halls is being continued, and during the year 850 churches were circularized with special literature and personal appeals.

In this matter of publicity a great deal was done and accomplished. The Illinois Central Railroad carried placards of the League in 500 suburban trains for two months; the League had a booth and

distributed literature at the Pageant of Progress and the Home Exposition at the Coliseum. League placards were placed by the membership committee in libraries, clubs, schools and dispensaries throughout the city. The University of Chicago School of Commerce and Administration, included social work with the hard of hearing in its group studies in Social Pathology, and two young women were assigned to the League to make a study of its work and methods.

The coöperation of public agencies was fostered and increased. The work of the League was presented at a meeting of the Chicago Medical Society; Loyola University, School of Sociology; the Chicago Women's Club, Women's City Club, Arche Club, Rogers Park Woman's Club and the Austin Woman's Club and at a dinner and business meeting of the Chicago Letter Advertising Men's Association.

The Welfare Work done by the League was personal and helpful. Clothing, room rent, medical examination, doctor's services, loans, etc., were furnished through the year.

The Social Activities of the League were attended by over 2,000, and included talks, social parties, cards, outings and excursions.

The Men's Club and Young People's Clubs doubled their memberships and have held active and interesting monthly meetings.

The larger achievements of the year were the endorsement of the League by the Chicago Association of Commerce; the opening of our Community House, and the beginning of a definite work in the field of the prevention of deafness. The Sumner School, one of the large public schools on the west side, was selected for a first experiment. Under the supervision of Dr. Norval H. Pierce and Dr. John J. Theobald, with the coöperation of the Chicago Department of Health and Board of Education, a survey of the hearing conditions of every child was made. The results of the findings in this school, in which there are over 1,200 children, will serve as a basis for a constructive program of prevention. The Chicago League has the distinction

of being the first League or organization for the hard of hearing in the country to inaugurate such a work.

That for the active league members has been our great accomplishment, but for the benefit of those children who might in time become League members, we have inaugurated a great task.

A Clinic for the Examination of Children's Ears.—This first clinic was established in one of our largest public schools, for the examination of the hearing of every child. I shall not try to tell you anything of what we have accomplished there, for the man who made it possible and the man who made it a reality are both here and can tell you with better understanding what its findings are. We did the preliminary work, and with a great deal of help and backing, we expect to be very busy putting through any plan which will be worked out on the basis of this examination.

We have interested a number of Women's Clubs—among them the Chicago Woman's Club, the largest and most powerful club in the city—in our organization; several have appointed delegates, which is an excellent and intelligent way of getting a greater public interest. Many other smaller activities have made this year, a year of struggle for so many organizations doing welfare work, a banner year for the Chicago League for the Hard of Hearing.

President Phillips: You only got about a quarter of what they did there. Those of us who know, realize what remarkable strides the Chicago League made during the past year. It is a work of real progress. Now we will next hear from the Lip-Readers' Club of Cleveland, by Miss Louise Howell, its President.

REPORT OF THE LIP-READERS' CLUB OF CLEVELAND

MISS LOUISE HOWELL, PRESIDENT

Since our last report was submitted a year ago, our club life has been developing, and we seem to be making for ourselves a place in the activities of our city. In membership we have grown from a little over 50 to 110.

Throughout the summer of 1921, when our regular lip-reading class was discontinued, we met once a week in a room at the Public Library, which the Library Board was kind enough to place at our disposal.

In the early fall we had weekly meetings at the Cleveland School of Lip-Reading, and we there arranged the necessary details for a bazaar to be held in our own clubroom, which at that time was still an unrealized dream.

At a meeting of the members held in November, 1921, it was decided to rent a large room at the Red Cross Teaching Center, 2525 Euclid Ave., on Cleveland's "Main Street," and in celebration of the actual occupancy of a Club Home (with a capital H, if you please) we held our bazaar. It was a success, socially and financially, and inspired us with the knowledge that we could do things if we only wanted to and tried hard enough. Successful lip-readers know that they can do things if they try hard enough. If they hadn't tried very hard, in the first place, they never would have been successful in that accomplishment. At any rate, since then we have done things and have, we believe, reasonable grounds to be satisfied with our achievements. Our aim, however, is to extend our work along all lines in which we may be of service to the hard of hearing. Forgetfulness of self in service to others we believe expresses the spirit of our membership.

In the fall the Thursday classes were resumed at the Normal School. In addition to this we have also held free classes on Monday evenings at our clubroom, both sessions being under the direction of our School Board. Cleveland being, like Washington, truly a "city of magnificent distances," it is practicable to meet in different sections of the city, although the attendance at both places is made up largely of the same individuals. This phase of our work is immensely popular, and the attendance has been increasing rather than diminishing with the approach of warm weather, but for the good of all concerned we shall shortly discontinue the classes until the fall.

Upon taking possession of our club-room we installed a modern system of indirect electric lighting, which adds greatly to the pleasant atmosphere of the club and helps to make of it a real home. Monthly socials have been held, and other social events at more or less regular intervals. These have been without exception, successful.

We have a phonograph which is a source of pleasure, and many also derive relaxation from card playing. Chess, a good game for the lip-reading novice who wishes to develop his powers of concentration, has a few faithful devotees.

We have had, from time to time, informal suppers at the club, which have been the means of making the members better acquainted with each other, and at which they put their acquired knowledge of "the subtle art" to practical use.

Our Welfare and Employment Department is still in an undeveloped state. We have a bulletin board at the club, upon which we post information as to the employment wants of our members, and in some cases have found employment, and given training by coöperating with other agencies and our own club membership.

Those who are regular readers of THE VOLTA REVIEW may remember that in the May number a new departure in our club work was referred to, a library. We have a small but growing collection of books and they have become popular with our members. They are assiduously read at the club, and there is a satisfactory demand for the books for home use, a nominal charge of five cents per week being made for the privilege of borrowing. We have not yet become wealthy from that source, but every little helps.

We are proud of the fact that we have no difficulty in collecting our dues of fifty cents per month. We do not have to dun our members. They appreciate the benefits of membership and voluntarily meet their obligations. With the exception of small subscriptions from a few of our hearing friends, our dues are practically our only source of income, and we have thus far found them sufficient for our work, although of course we should be glad to have the additional opportunity for service that would follow an increased income.

At our last business meeting we made provision for non-resident membership, the fee to be \$1.00, payable annually. We shall be glad to have those present avail themselves of this privilege.

With this statement of our achievements we conclude. We sincerely hope that in the years to come each annual report may set forth additional services rendered to the hard of hearing of our community, additional public interest in our work, and an ever-growing spirit of coöperation among our members and with other organizations.

President Phillips: We will now have the report of the Speech-Readers' Guild of Cleveland, by Miss Gertrude Kappler.

REPORT OF THE SPEECH-READING GUILD OF CLEVELAND

By Miss Gertrude Kappler

Ladies and gentlemen: On behalf of the Speech-Reading Guild of Cleveland it is my pleasant duty to address you today.

In May, 1921, a small group of us gathered together in Cleveland for the study of lip-reading. We held our meetings weekly on Tuesday. The meetings continued to be held with great regularity every Tuesday until the last of July, when a vacation was determined upon owing to the heat of the assembly rooms.

It was suggested by the people attending the class that an organization be formed, but this was not done until the fall, when school was opened in the Isabel Hampton Memorial Hall; in September the School for Adults was opened and shortly after, the Speech-Reading Guild was established. Through the courtesy of the President of the Speech-Readers' Guild of Boston we were permitted the use of its Constitution and By-Laws as a guide, and given many valuable suggestions.

The primary objects of the Guild were the social and educational reformation of all hard of hearing and the furtherance of the social service work among the hard of hearing and following up of any opportunities for service that developed.

In connection with that let me state

that we have had one applicant for employment—a man both deaf and dumb—and he has been placed in a position in which he is doing very well.

The meetings have been attended with great regularity on the part of the members and Tuesday night is looked forward to by everyone. Everyone is welcomed irrespective of being a member of the Guild.

The first Friday of each month is considered a recreational meeting, for games, dancing and various forms of amusement.

The enthusiasm of the Guild is so great that when the question of a recess was brought up this summer it was unanimously voted the meetings should be held throughout the summer.

President Phillips: We will now have the report of the Jersey City League for Hard of Hearing read by Miss Josephine Timberlake, who is the Recording Secretary of our Federation.

REPORT OF THE JERSEY CITY LEAGUE FOR HARD OF HEARING

BY MRS. CLARA LATERMANN,
Executive Secretary

(Presented by Miss Josephine B.
Timberlake)

The Jersey City League for Hard of Hearing has just closed a successful year in the four departments conducted by the League, namely: Lip-Reading, Employment, Welfare and Handwork.

The membership of the League has increased in the past year from 116 to 131. The total attendance for the year was 2,290.

The lip-reading classes which are taught by a teacher supplied by the Board of Education have been well attended. The classes are held in one of the League rooms and have sessions two afternoons and four evenings each week.

In our employment department we have not been called upon to render any great degree of service. The applications that we did receive were in most instances handled successfully and the applicant placed in congenial employment.

Our members found much pleasure in attending the card parties, socials, radio

concerts and movies which were held in the League rooms. We find these affairs are a great benefit in keeping our membership together, for without these diversions the concentration necessary during the course of lip-reading instruction becomes somewhat monotonous to some of the pupils.

A women's Auxiliary was organized in December, 1921, in connection with the League, and has proven to be of vital assistance. Most of the social affairs have been conducted under its auspices. We might mention a Bazaar, an Apron and Cake Sale, a Musicale, besides the social hour held after each monthly meeting. The Auxiliary has taken full charge of completing the furnishing and decorating of the clubrooms; having added curtains, cushions, card table covers, easy chairs and kitchen utensils. It also publishes a little pamphlet once a month entitled, *The Women's Auxiliary News*. This paper is mailed to all the members and prospective members, and furnishes them with an account of the activities of the League.

Financially we have just about held our own, which is not bad considering the business depression we are passing through.

We are planning for the future a drive for increased membership, further development of social activities, and the accumulation of a reserve fund in order to obviate constant financial worry.

President Phillips: The next is the Knickerbacker Studio Club of Speech-Reading of New York City and the report will be made by Mrs. N. Todd Porter, Jr., President.

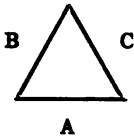
REPORT OF THE KNICKER- BACKER STUDIO CLUB OF SPEECH-READING OF NEW YORK CITY

BY MRS. N. TODD PORTER, JR.,
President

Perhaps when I tell you that one month ago today I was in Toledo, Spain, and that I have come five thousand miles to attend this convention at Toledo, Ohio, you may realize how much I wanted to come and how happy I am to be here.

We who have heard of the splendid work that is being done among the deafened in Toledo, and who have caught the enthusiasm of the founder of the League, Mrs. Dewey, could not miss an opportunity like this.

I have been asked to tell you about the Knickerbacker Studio Club of Speech-Reading of New York City. Our Club is not one year old and it is at present a very small group but it has very large aims. I have placed a diagram on the board which will explain what those aims are:



A. Represents the foundation, speech-reading.

B. Represents the enrichment and enlargement of the intellectual and spiritual life.

C. Represents a fuller measure of self-expression which will lead to a more general participation in the multifarious activities of the day.

It is said that there are 125,000 deafened people in New York City, but we know that they are not all being cared for, and the Knickerbacker Studio Club of Speech-Reading was founded for the purpose of furthering the work already begun. In most of our large cities the three principal methods of speech-reading are represented. It seemed an opportune moment to introduce the Kinzie method in New York and to encourage speech-reading among the deafened. Furthermore, it seemed a special opportunity to express my personal appreciation of Miss Kinzie's splendid and inspiring work.

We believe that the lives of the deafened should be enriched and enlarged. We believe that this can be accomplished in part at least, through the stimulus of exhibitions, lectures on various subjects, and social gatherings of many kinds.

Self-expression is like a beautiful open door that may lead us almost anywhere. Our first step over the threshold has led us to the little children in the public school for the deaf. We are planning

to give a group of these little travelers on the Road of Silence a vacation in the country. Looked at largely this has seemed to us a kind of civic service.

In brief the Knickerbacker Studio Club of Speech-Reading, is a group of congenial women pledged to a common cause and standing shoulder to shoulder for the furtherance of their ideals. I think I can best convey to you the spirit of our Club if I tell you a story which is a kind of parable. It is called "The Piper Frog."

In the very early Spring a little piper frog was living at the bottom of a mud puddle. But he was not satisfied to stay there; within him there were stirrings which urged him to get to the top and pipe his spring song. The older frogs thought that he was very foolish to start so early, when it was still cold. But the little piper frog was determined. So he gave a leap and landed half-way up the bank. As the ground was frozen hard and his legs became very stiff, he had to wait several days to thaw out. Then he made another leap and landed at the top, but just at that moment he saw a terrible snake and he knew that the snake would devour him if he did not get out of the way. So making one last supreme effort, he jumped and, much to his surprise, he landed on the topmost branch of a tree. Then he lifted up his voice and piped his song of Spring, and the flowers began to bloom and the grass became green and the birds began to sing, for they all knew that Spring had come. And he piped, and he piped, and he piped.

President Phillips: Mrs. Porter certainly "piped" well. We will next hear from the Los Angeles League for the Hard of Hearing.

(No representative of the Los Angeles League present.)

President Phillips: The next will be the report of the New York League for the Hard of Hearing, by Dr. Harold Hays, President.

REPORT OF THE NEW YORK LEAGUE FOR THE HARD OF HEARING

BY DR. HAROLD HAYS, *President*

Mr. Chairman and Members: In spite

of the handicaps which have confronted all organizations during the past year, particularly the difficulty of raising money, the New York League for the Hard of Hearing has made tremendous strides in all directions. We are proud in the feeling that we are on a more solid foundation than we have ever been and the outlook for the future is very gratifying. A full and detailed report cannot be entered into here but there are certain matters which may prove of interest.

1. Of prime importance is a more cohesive interest among the Directors. We have insisted that it is more than worth while for the Directors to attend the monthly meetings regularly and to actively take part in the affairs of the League. We have established an Executive Committee which takes over the detailed work of the League between the meetings of the Board. This Committee has had to meet two to three times a month, to decide matters of policy which could not wait until the Board meetings.

2. During the past year, we have welcomed the attendance of League members at the Directors' meetings where they are allowed to make suggestions and are allowed to take part in the discussions. This interchange of ideas has not only meant that the members get in closer touch with their Directors but it gives the members the opportunity to realize that the Directors meet for one purpose only—to further the interests of the League.

3. The greatest problem has been the new financing of the League. A certain amount of retrenchment was necessary this year, owing to the general financial stringency. We found that the yearly dues of all members must be at least six dollars. But even if this amount were collected from all members, the difference between the amount taken in in dues and the yearly budget, would be considerable. We can never reckon on more than \$5,000 in dues and the budget is between \$14,000 and \$16,000. The problem to be solved is how to raise this extra amount of money. In the past year, this has been met in various ways, such as the giving of benefits of one kind or another and the dependence on various outside agencies for help. One must realize that the New York League has ex-

penditures which other Leagues do not have. For example rent in New York is high and we require a staff of four workers.

4. During the past year, we have succeeded in establishing a Women's Auxiliary which has been of the greatest aid. The Chairman of this Auxiliary is Mrs. Wendell C. Phillips, the wife of our esteemed President, and the other officers are women of the highest character who have thrown themselves wholeheartedly into the work. They have already shown what they can do in the way of raising money. During the Spring, they gave a Bridge Party at which they raised nearly a thousand dollars, nearly one fourth of the money raised from membership dues. They have plans for the future which will go a long way toward raising money to defray our heavy expenses.

5. We consider of prime importance the work which we are beginning to do for the hard of hearing child. Heretofore we have been so busy with the hard of hearing adult that we have had little time to devote to this problem. But we realize, more and more, that the prevention of deafness is the problem of first importance. In reference to this matter, I can do no better than to quote from my annual address before the League, May 9, 1922: "As you all know, our activities in the past have been mainly confined to the adult hard of hearing. We have attempted to find pleasures for them, to find employment for them and to lead them along the paths of future happiness. We have managed, in many cases, to mentally reconstruct a number of individuals, so that they are leading happier lives in every way. But, with the numerous obligations of the League, it was impossible for us to go further with our work, particularly with the hard of hearing child, until the present time. One should realize that deafness can be prevented, in many instances, by proper care of the child during those ages when hearing is first diminished. If one does realize this fact, one will be able to appreciate what it will mean to get hold of a deafened child and give it the mental instruction and medical treatment needed. It has been the contention of most otolo-

gists that a great deal can be accomplished towards restoring the hearing of the child who has become deaf at an early age, if treated during the incipency of the trouble. Treatment of this kind is very simple if one can get the confidence of the child. For that reason a suggestion was made a short time ago, by one of our staff workers, that the League take a certain number of school children, who are directed to us by various agencies and are not suitable cases for a school for the deaf and give them lessons in lip-reading. I indorsed this suggestion and immediately advised that

these children be thoroughly examined by some of my associates and myself and that we attempt to restore their hearing. Within the past few weeks, a number of these children have been sent to our office, where proper examinations have been made and proper interpretation put upon their hearing acuity, with the result that, in the course of time, we shall hope for a favorable outcome. . . I hope, as time goes on, we shall be able to prove to the laity and to the medical profession that simple preventive treatment will do a great deal to overcome the handi-

HAROLD M. HAYS, M.D., F.A.C.S.

Newly Elected President of the American Federation of Organizations for the Hard of Hearing
President of the New York League for the Hard of Hearing

cap of deafness later on in life. The work for these children at the League, consists of lip-reading and play hours, the former undertaken by volunteer teachers, while our recreation worker takes them for story hours and play. Our object is to study and observe, so that we may be better able to advise the public education authorities when they realize their obligation to these children and arrange for their instruction in their regular schools."

6. Of prime importance to us is the creation of a building fund and I am in hopes that certain ideas formulated this year will bear fruit in the near future. The New York League has proved its need to the community in many ways and its permanency must be assured by certain large cash benefits and endowments.

The work of the League has expanded greatly during the past year and our vision for the future is leading us to still greater work. I feel, however, that the most important thing that the League has done is the giving of its actual support in work for the Federation. I do not know whether you realize the time it has taken from our Executive Secretary, but we have given this work cheerfully and we want the Federation to grow.

President Phillips: We will now listen to the report of the Newark League for the Hard of Hearing: Mrs. Frank Wilson.

REPORT OF THE NEWARK LEAGUE FOR THE HARD OF HEARING

BY MRS. FRANK WILSON

The Newark League for the Hard of Hearing is not growing so rapidly as some of our others Leagues, but since our last annual meeting it has made its foundation firmer.

Last fall, after visiting a number of rooms, it did not seem wise to try to attempt to have our own home until rents were lower, so I made arrangements for our meetings to be held at our Young Women's Christian Association. I cannot speak too highly of the courtesy that has been shown us—not only from the

secretaries and those in charge—but from those employed in the care of the building. Having the use of a room there has given us a standing in the community.

We have now 98 names on our roll; 65 of these are deafened or hard of hearing. They are the active members. The others who are interested in the work are associate or honorary members. There is one contributing member.

We are at present devoting ourselves to the promotion of a much-needed social life among our members. We meet regularly on the second Friday evening of each month at the Y. W. C. A. An Entertainment Committee furnishes an interesting and varied program, followed by refreshments.

Once a month the Board of Directors, which has charge of the direction and management of the affairs of the League, meets for the transaction of business.

Lip-reading classes under the League's management were started in January. They have been a great success. They were held every Wednesday afternoon at the Y. W. C. A. Miss Margaret Roberts had the advanced practice class and Miss Florence E. Hutman the beginners' class. Both are normal graduates of the Nitchie School of Lip-Reading.

As soon as we are able to maintain quarters of our own and to pay a secretary who can devote all of her time to our cause we expect to open an Employment Bureau, an Exchange and Handiwork Shop, and to do field work among our own sick and needy.

This past year we have held a rummage sale, a Christmas sale and a card party, the proceeds having been put in the bank for our "home fund."

Some of our friends have pledged money for a year or longer to help us in our work.

We are trying to make ourselves an asset, not a liability, to the community.

We are readjusting our lives so that we can be of service to one another. If in the eyes of the hearing world we are not growing fast, we are learning to do—by doing.

Our League stands for *service* and the life that counts is the life that serves.

President Phillips: The next report will be from the Speech-Reading Club of Philadelphia, by Miss Cora Elsie Kinzie.

REPORT OF THE SPEECH-READING CLUB OF PHILADELPHIA

By MISS CORA KINZIE, *President*

As I have been listening to these wonderful reports, I could not help thinking that if only every deafened person in the initial stages of his deafness could attend a meeting like this, or even know that such a meeting was being held, what a new light it would put on his whole situation! We must spread the gospel of speech-reading and social work for the deafened into every nook and corner, and do it just as speedily as possible.

The Speech-Reading Club of Philadelphia practically dates from June, 1918, when the Speech-Reading Society with its membership of eighty reorganized for a broad and effective program of work. Our first big step was the establishment of our clubhouse and it proved to be such a success that it is next to impossible to keep up with the demands. It has given us such a wonderful basis for our work, and I look forward to the time when every organization will have a clubhouse, and at the rate at which they are coming into existence, I do not think that I shall have to wait very long.

Now at the end of four years we have over 800 members, and *own* our \$50,000 clubhouse.

I do not mean to convey the idea that our house is free of debt. With the payment which we expect to make this summer, we shall have paid \$30,000, besides several thousand in improvements on the house. We raised \$35,000 in our campaign, and are going ahead quietly but steadily to raise the balance. At Christmas time we had a bazaar which brought us in \$2,350.00. Then we had a rummage sale and cake sale, which helped nicely. Next year we shall continue these activities.

The clubhouse idea is the wise plan for establishing the work in a permanent way, for besides the wonderful advantages a clubhouse brings into the work itself, it also makes it possible for an

organization to be self-supporting, or practically so. Our house brings us in over \$4,000 rent per year. Our tea-room practically pays for all the help in the house, so that with our annual dues we have a good financial working basis.

We feel that we have made a good start, but we are by no means satisfied. If our vision did not include more space and more adequate facilities, we would not feel that we had begun to meet the problem, but we know that we are on the right track and that we have builded well as far as we have gone.

For the departmental work of the organization, I think the general plan of the organizations is about the same. We are all working with might and main to reconstruct the lives of the deafened, providing employment, speech-reading instruction, recreation, etc., etc. I shall not attempt to give statistics here, but if anyone here desires to obtain more specific information, I shall be pleased to have names and addresses, and I will see that they are put on the mailing list for our Annual Report.

To the new organizations and to those in prospect I would say that one of the secrets of success in this work is in having the right kind of departmental organization. In the first place, it is exceedingly important that the person who is at the head of a club should be an organizer and a good executive. Then each department, and there should be many, should be thoroughly organized and definite responsibilities placed upon many individuals. One of the secrets of successful leadership is the ability to discover abilities in the ranks and bring them into activity. The individual members love to feel that they are an essential part of the organization, worthy of being numbered among the builders.

It is team work, first and last, which develops an organization and which develops individuals, and therein lies the keynote to the larger development and larger usefulness of our speech-reading organizations.

President Phillips: I hope you all noticed what confidence it gives Miss Kinzie to know they have that home and

that it is in their own name. The Club-house is the idea!

We next listen to the report of the Pittsburgh League for the Hard of Hearing, by Miss Ruth Robinson.

REPORT OF THE PITTSBURGH LEAGUE FOR THE HARD OF HEARING

BY MISS RUTH ROBINSON

Before I start to read the report of the Pittsburgh League I wish to say that there are twelve of our members attending this meeting, and when we get home and tell our other members about the Toledo Club they will all wish that they had come too! (Applause)

The Pittsburgh League for the Hard of Hearing has increased its membership to one hundred twenty-five active members and one hundred associate members during its second year of activity. It has made its third annual campaign for funds, receiving some \$1,500.00; is comfortably housed in a suite of three office rooms; is employing a secretary; and is looking forward to a larger growth and usefulness. Its officers are:

W. A. McKean, President.

B. S. Johns, 1st Vice-President in charge of Lip-Reading.

Mrs. J. J. Clarke, 2nd Vice-President in charge of Social Activity.

Mrs. S. W. Cunningham, 3rd Vice-President in charge of Arts and Crafts.

Mrs. L. E. Lytle, 4th Vice-President in charge of Employment.

Ruth Robinson, Secretary-Treasurer.

Mrs. H. E. Jeffries, Chairman Financial Committee.

Sarah C. Minor, Librarian.

I. Lip-Reading.

The outstanding feature of the last year's accomplishment for the deafened in Pittsburgh was the introduction of lip-reading into the public schools. The first lip-reading class for the adult hard of hearing in the Pittsburgh Public Schools was gained through the efforts of B. S. Johns, Vice-president of the Pittsburgh League for the Hard of Hearing, of Miss Elizabeth Brand, Principal of the Pittsburgh School of Lip-Reading, and of several High School pupils, who had private lessons in lip-

reading and were enthusiastic over results. The class was given a beautiful, perfectly lighted room in Schenley High School. It was organized and taught by Miss Brand, assisted by Miss Josephine Pelton and Miss Marie A. Pless, who substituted for Miss Brand in the spring. Enrollment for the class was forty-five; average attendance, twenty-five. The success of this class was such that Superintendent of Special Schools, J. A. Berkey, promises further development of work for the hard of hearing in the public schools.

Pittsburgh has been behind other cities in work for the deafened. There is not a day school for deaf children, in connection with public schools, in the State of Pennsylvania. (see foot note**). This is credited to the fact that Pennsylvania has many State Schools for the Deaf, but we hope our State will not allow her hard of hearing children to be neglected. The Pittsburgh League for the Hard of Hearing advocates a day school for deafened children in connection with the Public Schools in Pittsburgh, and would coöperate with physicians and school authorities in spreading propaganda which would result in a stricter quarantine of contagious diseases which produce deafness.

During the last year private lessons in lip-reading have been given in the League rooms, gratis, to four people, with gratifying results. One scholarship was given.

The League has shared the benefit of lectures given before the School of Lip-Reading:

- A. By Mrs. W. R. Marvin, who gave a series of travel talks on Italy.
- B. By Dr. Thomas R. Thoburn, pastor of Christ Methodist Episcopal Church, who spoke on the Education of the Senses.
- C. By A. C. Manning, Superintendent of Western Pennsylvania School for the Deaf, who told of his experiences as chief of Cape May Hospital, where ex-service men were taught lip-reading by the government.

(** See Pages 24 and 25 in *American Annals of the Deaf*, January, 1922, issue.)

- D. By Dr. B. F. Battin, who spoke of his attendance as a delegate at a European Conference devoted to International Friendship.

II. *Arts and Crafts.*

In the League Headquarters, we have a basket class taught by Miss Mary B. Loos, who is a professional teacher of basket weaving. The class meets weekly on Monday evenings and has a membership of fifteen.

The sales held during the year have been articles made mostly by the basket class. The annual sale was held at the League Rooms in November. Another sale was held at Hotel Schenley, during a State Convention. The third sale was held in connection with the annual sale of articles at the Workshop for the Blind. The proceeds of these sales amounted to over \$300.00, most of which amount was paid to consignors, the League keeping ten per cent commission.

III. *Employment.*

The League has not advertised itself as an Employment Bureau, owing to unsettled conditions, but a number of people have been aided in getting work. One civil engineer is doing well in the position secured for him through the League, after he had had no work in his own line for two years.

IV. *Social.*

The greatest activity of the Pittsburgh League is social. The evening parties are jolly; the Saturday afternoon teas sociable; and all fill a great need.

Mrs. J. J. Clarke, Social Vice-President, had the League members at her home for a beautiful tea in November. December was the banner month for parties. There was a Christmas party and a New Year Watch party at the rooms; Miss Brand entertained the Schenley High School Class at the rooms; Miss Loos entertained the Basket Class at her home.

At the League party in April, Cyrus C. Hungerford, cartoonist for the *Pittsburgh Sun*, gave a fine chalk talk. On the evening of May 4, Mr. McKean, President of the League, gave the first League

party exclusively for men, which was the beginning of a Men's Club. The following Thursday the Schenley High School Class, dressed as children, gave a surprise party for Miss Brand. The Saturday teas, which have been given all winter, culminated in an Open House on Saturday, May 13. On June 1, Mrs. Sellers entertained the basket class at her home, when the first dancing party was enjoyed. On June 3 at Highland Park, League members and their friends held the annual League picnic.

V. *General Information.*

A. The League has started a library of about seventy-five books, all donated. They are technical books on lip-reading; biographies of famous hard of hearing people; fiction and essays. The purpose of the library is to furnish interesting reading matter for members who wish to spend a quiet hour in the rooms. The books may be borrowed and taken home, the Carnegie Library System being used.

B. Another League activity is a magazine agency in charge of Miss Mary B. Loos. We take subscriptions for all the leading magazines, including *THE VOLTA REVIEW*. Recently five new members subscribed for *THE VOLTA REVIEW*, and we hope it will be sent to every one of our members before the first of the year.

C. A Correspondence Club, for out-of-town members of the League was started last fall, and these letters are cheerful and interesting. There are now twelve members, and the club is flourishing.

D. The Dictograph Products Corporation installed a twelve-piece church acousticon in the League Headquarters. The League members have enjoyed victrola concerts and lectures, and are most appreciative of the gift.

In conclusion, we feel that we have made rapid strides forward during the year and look forward to a larger growth in the coming year.

President Phillips: The next report is the San Francisco League for the Hard of Hearing, by Miss Pauline Smith.

REPORT OF THE SAN FRANCISCO LEAGUE FOR THE HARD OF HEARING

BY MISS PAULINE SMITH

As this is the first time the San Francisco League has ever been represented at this Convention, I wish to extend heartiest greetings, to the leagues and clubs here represented.

Our League was organized in 1916 with only a very small membership. Our aims and aspirations were the same as those of the other Leagues. We have steadily grown, until we now have 300 names on the roll, 100 of which have been added since the opening of our clubhouse one year ago this month.

Not only have we grown in membership, but in every phase of our work since the clubhouse was established.

San Francisco is known as the city of apartments, and we think it very fitting that we chose an apartment for our first house. We have a beautiful ten-room apartment situated at the top of famous Nobs Hill, one of the highest hills in San Francisco, within ten minutes' walking distance of the shopping district. Six of our rooms we rent to help defray expenses. Three are used for club purposes, and the tenth is our kitchen.

Being situated at the top of one of the highest hills in San Francisco we are afforded a beautiful view of the city, the bay, in the distance Oakland and Berkeley, and still further away, snow-capped Mt. Diabolo, on a clear day, and we have many of them in San Francisco.

We have tried to make our Club a home in every sense. To many of our members it is the only home they know.

We have a strong social department, due in large part to our enthusiastic and energetic group of young people. Each Tuesday evening we have a social hour, with an average attendance of twenty-five, for special parties seventy-five, making a total for the year of about 1,500 in the social department alone. Once a month we have a theater party, but our Hiking Club, I believe, means most to the young people. An average of twelve attend these hikes, enjoying the relaxation that comes from close association with nature.

Our Educational Department has also increased its activities. We have three practice classes a week, average attendance fifty. We have had seven private pupils, who have had 355 lessons in the past year. The work now requires about ten hours a week under a skilled teacher. The League gives free scholarships or for a nominal fee.

Our chief aim for the coming year is to place our Social Service Department in the hands of a competent head. We have been able to place seventy-five per cent of applicants and have given aid to many pitiful cases. To show that we are well thought of in San Francisco I will say that we are endorsed by the San Francisco Chamber of Commerce, San Francisco Federation of Women's Clubs, San Francisco Social Service Exchange, besides being a constituent member of the Federation of Organizations for the Hard of Hearing.

One of our great problems has also been the lack of funds, but I am very glad to report that we are now self-supporting. To raise the necessary funds we have had a sale, four beautiful bridge parties and a rummage sale, besides the rent from our rooms.

Our plans for the coming year are to strengthen in every possible way our organization, especially our Social Service Department.

In conclusion let me say a word to the tourists who may come to California. If you come to California and miss San Francisco you've missed the best part of your trip. If you come to San Francisco and miss our Clubhouse, you've missed the best in San Francisco.

President Phillips: Trust a person from San Francisco to be a San Francisco booster! Last but not least, the report from the Toledo League, by Mrs. Dewey.

REPORT OF THE TOLEDO LEAGUE FOR THE HARD OF HEARING

BY MRS. R. C. DEWEY,
Executive Secretary

So eager have we been to show you Toledo in all of its spring beauty and to

show you our League in its working clothes, so that you might formulate your own report as to the value of our work, that I almost forgot that I had to give you any "facts and figgers" this morning.

We have had a wonderful year: a year of amazing growth and expansion. You know, it seems to me that the problem in this work is not how to arouse interest but how to keep up with it!

They say that character is developed by a series of little pushes this way and that way, and so I might describe the development of the Toledo League. We have not always known just what we were going to do, but the little pushes would always come along, and we would follow them and the result has been a stronger organization.

The foundation of our organization, of course, is to spread the gospel of lip-reading. That is our reason for being, primarily. We allow those who can afford to pay for the lessons to do so, but we never acknowledge any limitation to our free scholarship fund. Since I talked to you last June we have given fourteen such scholarships. Our free practice classes have been continued, with increasing attendance, and the general public is being educated.

Then, we have our social activities, and during this last year we have been more social and more active. There is no way to measure the value of this social life. It is one of the intangibilities that loom large. I believe I can say to you positively that I know of one poor, heartsick soul who came to our League and was saved from utter destruction. He caught a fresh grip on life and "carried on" just because he came to one of our frivolous little parties.

Then we have our Employment Department. I do not know whether I should be proud of what we have done in the face of the tremendous difficulties we have had to overcome, or whether I should hang my head in shame because we have not equaled the record of last year; but I can tell you that we have worked twice—three times—as hard, but how are you going to get jobs when there are no jobs? We have placed, in the last year, 117 people. (Applause)

The Industrial Department. . . I wonder if you all know that our Industrial Department is not in the nature of an exchange. We buy the material, we pay for the labor, and we take the entire responsibility of marketing the article. We created that department to furnish employment to the many hard of hearing women who came to us and wanted to sew. We make dresses, underwear, aprons, and several other things, and we pay \$3.00 a day. Now when we got that little "push" it was a shove, and we haven't caught our breath yet! Did you ever go to a show where you saw one of those Japanese acrobats balancing all of his family and the furniture of his flat on one hand? Well, that is just about what we have done in the Industrial Department. We have been simply overwhelmed with applicants for work, and many of them with perfect hearing; to the latter we would always say, "Well, this is once where it is an advantage to be deaf," and they were all good sports.

There are many women who have saved the day for themselves and for their families because of the help from the Industrial Department of the Toledo League. People will say to us, "Where did you find your market?" It came. And it came! And still it came!! And it is still coming. If things are made on honor and a fair, honest price charged, you will never have to look for your market. (Applause)

That much for the Toledo League for the Hard of Hearing. It has been an inspiring year. The harmony which has always existed has been sweetened and deepened by continued practice.

We are more firmly established in the civic life of the city, as evidenced by the fact that we were one of the very few organizations whose allowance was raised by the Community Chest.

The doctors, all of them, general practitioners as well as otologists, have given us unstintedly of their support. The newspapers have done the same—and our appreciation of it knows no bounds.

And now if I am to make a report of our achievements and of our pleasures

I would close by saying that chief among these is the pleasure of having as our guests the American Federation of Organizations for the Hard of Hearing. (Applause)

President Phillips: Before we go any further I want to ask Dr. Hays if he can tell us from his records how many people are in attendance this morning, and I also would like to ask if Miss Douglas is in the room, Miss Douglas of Glasgow, Scotland. (Advised from the floor that Miss Douglas has not arrived.)

(Dr. Hays advises that about 125 are registered.) President Phillips: We have, then, this morning in this room, 125 people at this first session. It is my duty to appoint a nominating committee for the vacancies that are to occur in the Board of Managers of this organization. The nominating committee will be as follows: Mrs. B. C. Bowen, Chairman, Miss Louise Howell, Miss Valeria D. McDermott, Miss Josephine B. Timberlake, Mr. Walter O. Smith. You are to report at tomorrow morning's meeting the nominations made by your committee. You are to make nominations to fill the vacancies caused by the expiration of the term of office of the following Board of Managers, for 1922: Miss Rose L. Dickinson, W. A. McKean, Wendell C. Phillips, M.D., C. W. Richardson, M.D., Mrs. Rodney C. Dewey, whose terms of office expire with this session.

The last item on the program is the paper by Dr. George E. Shambaugh, of Chicago. His paper was to come in the afternoon session, but he is obliged to leave early this afternoon, and I will ask him now to present his paper on *The Types of Ear Disease Causing Deafness*.

(From the floor Dr. Phillips is advised that Miss Lindner, of the Dayton League is present. President Phillips invites her to the platform.)

DAYTON LEAGUE

MISS LINDNER

Well, really, we have not expected to give a report and about all I can think of to say is that we have made the start in a small way and we feel that we are going to accomplish things in time. We feel

that we have, all of us, the right spirit and I might say that we have found happiness in the work and we have also found that it is far better to give than to receive.

We are here to learn and we expect to return far better fitted to carry on our work.

I thank you.

President Phillips: I would like to know whether there are other leagues represented here. If there are, will the representatives rise?

(Representatives present from Detroit, Rochester, Washington, St. Louis, Syracuse and Cincinnati.)

President Phillips: Cincinnati, just come up and let us see you. This is Mrs. Pattison, of Cincinnati.

CINCINNATI LEAGUE

MRS. J. M. PATTISON

I had not expected to be called on for a report. We have thirty members who have proved their enthusiasm, and we think a year from now we will have something to say about the Cincinnati League.

President Phillips: St. Louis. Let us hear from St. Louis. This is Miss Patterson.

ST. LOUIS LEAGUE

MISS BETTY D. PATTERSON

We have been organized about one and one-half years and owe much to Dr. Goldstein and to Dr. Hays, whom I enjoyed hearing speak. We have 85 members and are trying to grow all the time, and we are growing. We are starting a fund now for a Clubhouse, which we hope to have in another year. We have our Industrial Department, and have found employment for quite a few—I don't know just how many—and then we sell aprons, handkerchiefs, and fancy work and have done very well on that. One month we have a business meeting and the next month a social meeting, which are always well attended.

President Phillips: We will hear from Syracuse.

SYRACUSE SPEECH-READING SOCIETY

MISS ELIZABETH G. DELANY

Friends old and new, I am very glad that you know that Syracuse is on the map.

We have a Speech-Reading Society three months old. We are a babe in arms compared to some of you, but, more fortunate than many of the babies, we were housed before we were born.

We have a community center. We have forty members. A good many calls are coming in daily about what we are doing and what we hope to do.

We are going to show the local authorities in Syracuse that Speech-Reading is worth while, not only for adults but for children who are not receiving the attention they should have. People sometimes say to me when I speak of the education of the child, "Why you are a teacher of adults. Why are you interested in every phase of the subject?" And I say "I am interested in every phase of the subject from the ground up, and I believe if the children are well cared for there won't be as many people in the world like me."

Our Speech-Reading Society has been taking care of the employment problem on a small scale, but principally at the beginning we are concerning ourselves with social activities, making ourselves known, giving the lonesome fellow a chance to find himself. We feel when that work is done we will have a foundation and when that is done the other things will take care of themselves, because we are sincere in our interest in the work.

President Phillips: Let us hear from Detroit. Mrs. Deuter, of Detroit.

DETROIT LEAGUE

MRS. DEUTER

I was going to be silent because I feel somehow like the boy who appears in the daily paper under the heading "When a Feller Needs a Friend." And that's just how I feel.

Now, we are nine months young. We started in October with a membership of

thirteen. People were inclined to be skeptical. The doubtful would not start with that number, but despite the superstition we went on fearlessly with our thirteen for the first month. We progressed, not greatly and not rapidly. We are making even now but slow progress. However, we have a paid membership of sixty, with adherents numbering in the neighborhood of 200.

In an industrial way we have done practically nothing owing to the business depression. You know it has been a very hard matter for even those of normal hearing to obtain employment, much less those whose hearing is defective. So we are planning in the future quite extensively to do something on that line in the fall. But while we have not done much in that line, we have done much in other lines, in bringing joy and happiness and new light into the hearts of a large number at our weekly gatherings. Rooms are furnished by the Detroit Recreation Committee. A large number have sought the privilege of these rooms but have been denied. However we have been greatly favored in this direction. We have a beautiful ball room; moving pictures—all this gratis, remember, and besides the beautiful ball room we have two additional rooms, one for meetings and another for the gentlemen to smoke and play cards in. But I am just going to ask, why, oh why, have we so many skirts and so few trousers? Can you tell me? Is it because the men are afraid of us or is it because they are more favored than we in having their hearing? And we are aiming, in this connection, to get more trousered people.

President Phillips: I think we have heard from every league represented. . . . Are there any more leagues represented in the audience? . . . Rochester? Come on, Rochester.

ROCHESTER LEAGUE

MISS ALICE HOWE

We are just one month old so I have very little to say. We have had one meeting and we are going to try to do the kind of work you are all doing. But in one line we started long ago, not as a

League but as a group doing work with the children: we have a clinic and a class for hard of hearing children. That is the only thing we have done of which we are proud, but we are going to try to do all the other things.

President Phillips: Miss Timberlake will report for the Speech-Reading Club, of Washington.

SPEECH-READING CLUB OF WASHINGTON

Miss JOSEPHINE B. TIMBERLAKE

The Speech-Reading Club of Washington was one year old last Valentine's Day. In this one year it has grown from

a membership of about twenty-five to a membership of about seventy-five. I am not an officer in the Washington Club and I am not going to try to present any formal report, especially as I did not know about it beforehand. I want to say that the Washington Club is a very much alive organization. It has been badly handicapped in various ways during its one year of existence, mostly by having to change officers several times on account of people leaving Washington. However, it is now getting a fair start on the road to progress and we hope by next year to present a report that will be really worth while. (Applause)

(Proceedings to be continued)

CARD DEVICE FOR GIVING LIP-READING IN PRIMARY CLASSES

By EDNA LONG

DURING this, my first year of teaching a first-year class, I have had an interesting and profitable experience in giving lip-reading. I found that I was not competent enough to rely on myself to give thorough drill in lip-reading when the vocabulary had increased to the extent where it was impossible to give every word to each child every day. When I began to check up definitely with paper and pencil the work of each child on the entire chart, I received several severe shocks and surprises. Something had to be done immediately, so I started to use the following device which has proved most helpful to me.

I procured a number of small cards of a convenient size to hold easily in the hand. I then divided my vocabulary into groups of ten words each, placing each group on a separate card. At that time the class had a vocabulary of fifty words, so that I then had five cards which I numbered, placing the number at the top of each card. The first day I used the cards, I gave the words on Card No. 1 to the first child, the words on Card No. 2 to the second child, etc., until I had finished the five cards and five children had recited. I then gave Card No. 1 again, this time to the sixth child; Card, No. 2 again, this time to the seventh child, etc. until every child had recited. Regardless of the card which the last

child had had, I arranged the cards for the next day with Card No. 2 on the top, that is, I gave Card No. 2 to the first child and Card No. 3 to the second child, etc., during the lip-reading period on the following day.

I proceeded in the same way each day until each child had recited on all five of the cards. Then I started over again, giving Card No. 1 to the first child, etc., as before. Of course the seating of the children must be in the same order every day. About every two weeks I rearranged the grouping of the words on the chart.

By using these cards in this way the child sees on the teacher's lips every word on the chart twice during the drill period. He himself must be responsible for ten of the words every day and within a week, he personally has had every word on the chart. I have found by using the cards not only with objects but with commands also that the lip-reading drill takes just about half the time that it did formerly and yet is twice as thorough as the other more haphazard way was. It is also advantageous in that it enables one to pick out definitely the weak points in the lip-reading of each child and thus it facilitates the giving of the right kind of extra drill where it is needed.

THE SCHOOLS FOR HARD OF HEARING CHILDREN IN VIENNA, AUSTRIA

By JOSEF ADAMETZ, *Superintendent*

Translated Into English by LOUISE I. MORGENSTERN

THE social necessity of establishing special schools for hard of hearing children was recognized by the school authorities of Vienna years ago; and if positive results were not achieved prior to the year 1921, political conditions were not to blame.

Professor Victor Urbantschitsch, late famous otologist of Vienna, in 1914 drew the attention of the federal authorities of Austria to the needed reforms in the instruction of hard of hearing school children. In 1918, Dr. Hugo Werner, president of "Vox," Vienna's League for the Hard of Hearing, published an article in a well-known local newspaper in which he *demand*ed special measure for the relief and instruction of children with defective hearing.

After the World War the question was taken up by the district school board of Vienna, and increased attention was paid to it; but the actual organization of special classes would, nevertheless, have been delayed for a long time had not Mr. Otto Glockel, the former assistant secretary of state for public instruction, ad-

vocated school reform so forcibly. It is to the credit of the plans for school reform, that they carried as their main issue the providing for each child that kind of education by which he could best be taught in view of his physical and mental peculiarities. With this point of view, the instruction of hard of hearing children, for whom previously nothing had been done in Austria, was inaugurated.

It was found that the children who were quite hard of hearing were unable to follow the instruction prepared for children with normal hearing. The district superintendent of schools was therefore requested to have the children examined by an otologist, and by the results of these examinations, to determine the number and location of the special classes needed. School principals and teachers were asked to notify the parents of hard of hearing children to have them examined by the school otologist. No charge was made for these examinations.

From the outset, it was apparent that not all the parents would answer the

call; in fact, it turned out that of the 707 children first reported as very hard of hearing, only 403 were taken to the otologist. (Since this article was written, 672 more children in Vienna have been reported by their teachers as hard of hearing.) The unaccustomed newness of the proposed classes, and the naturally ungrounded fear that their children would be forcibly placed in special classes; and last, but not least, the mistaken idea that they might in a sense be classed as mentally inferior and thus carry a social stigma, kept many parents from having their children undergo the well-meant aural examinations. Of the above mentioned 403 children, 108 were found to be very hard of hearing, and, consequently, in need of special instruction. Of these 65 were girls and 43 boys; ranging in age between 7 and 16. In various other countries it has been noted that the number of girls with defective hearing exceeds that of boys.

In view of the number of children recognized as hard of hearing, the municipal board of public instruction in Vienna moved, in May, 1921: (1) to organize four special schools for the year 1921-22 in districts easily reached from all parts of the city; (2) to give the teachers assigned to these schools an increase in salary of 200 crowns a month; (3) to introduce a training course in the schools, lasting ten weeks, to prepare regular teachers of common school branches to teach in the special classes, and to grant the teachers a leave of absence with pay to enable them to take the necessary training. This training course prescribed by the school authorities was started in May, 1921, and embraces the following program:

A. THEORETICAL TRAINING

1. Anatomy and physiology of the disturbed organs of hearing and speech.
2. Phonetics, articulation, and voice hygiene.
3. Exercise of the organ of hearing (auricular training.)
4. Lip-reading and its practical application.
5. Study of literature on the care and education of the hard of hearing.

B. PRACTICAL TRAINING

1. Substituting in classes for hard of hearing children and giving practical exercises in articulation and lip-reading.
2. Correction of speech defects with hard of hearing adults.

At the beginning of the school year, 1921-22, the special classes were opened and Mr. Josef Adametz, who in 1913 had made an extended trip through Germany to visit and study the existing special schools in Berlin, Hamburg, etc., was appointed superintendent. Altogether there have been opened nine co-educational special classes with 91 children attending. (Many more such classes are planned by the school authorities for the next term.) Of the 108 pupils examined at the close of the first year who were reported very hard of hearing, only 75 registered at the beginning of the new school term. After the newspapers had published repeated notices to parents to have their children re-examined, 16 more children were registered and assigned to classes. Another reason why many of the parents did not care to have their children attend the special schools was, and is, that in many cases the schools are quite a distance from their homes.

The board of directors of the municipal street cars was interested in the matter of granting free rides to hard of hearing children living far from their respective special schools, and decided to distribute monthly tickets to those residing at a distance of at least two kilometers. Those living at a distance somewhat less than that are at present either forced to pay daily the exorbitant fares prevailing now in the Vienna street-car system, or to walk the great distance. Because of this, many parents must forego the benefits of special instruction for their children and are obliged to send them to the regular schools near by.

The subjects taught in the special schools for the children with defective hearing are the same as those taught in the regular public schools. As special subjects, articulation and lip-reading are added, also the development of residual hearing. The former are necessary for the exercise of the speech muscles and

A LESSON IN BOTANY, VIENNA SCHOOL FOR HARD OF HEARING CHILDREN

the correction of the frequently occurring defects of speech. The exercises in lip-reading, which go hand in hand with those of articulation, serve not only as aid in instruction in all general subjects, but are also to be the armament of the child when he graduates from school and enters the practical life of the future. Despite the short term of existence, splendid results have been achieved in both subjects. It is a real joy to see how well the children read the lips, not only their teachers', but one another's; and how they try to teach each other correct articulation and enunciation.

Singing lessons have also received a modest place in the curriculum, but only in connection with auricular training. About fifty per cent of the children are able to sing correctly simple songs when led by a violin. These children, of course, were those who had heard and sung the songs under normal conditions. Instrumental music and tunes are used with all the other children, however, as an exercise to develop hearing.

Exercises in articulation may be accepted as the best and most useful auricular training. Teaching language offers us also a good opportunity for exercising the hearing; *every* subject, however, taken in the special classes, whether it

be mathematics, geography, or grammar is put at the service of the development of residual hearing. This must run like a red thread through each subject that is taught. In teaching language, reading gives particularly valuable assistance. Aside from the fact that it serves to enrich and complete the child's treasure of abstract ideas and to broaden the technique of speech—or rather to form it—the practice aids the hearing in a wonderful way. *Loud* and *slow* reading is required on the part of the children at every opportunity. This differs from the speech used by the teacher, who, as a rule, does not speak above the ordinary tone of daily conversation, except, of course, in cases where the child is profoundly hard of hearing. Reading and speaking by the children in unison proves a very useful aid in enlivening and stimulating the activity of hearing; it also helps to develop and exercise rhythm, a point which cannot be too highly appreciated in the speech training of the hard of hearing child.

Very simple stories are used among the children in dialogue form. Fairy stories and fables about animals are found most easily grasped by the youthful minds. The latter present opportunity to bring to the acoustic perception of the deafened child, the sounds of birds

and insects, which they either have not yet acquired, or have acquired imperfectly. The chirping of the cricket, the distant warbling of the lark or the swallow, etc., would ever remain foreign to the circles of ideas of these children, if they were not brought to the attention of the boys and girls by means of fables.

The louder noises, the imitation of the cries of various animals—as the crowing of the cock, the quacking of the goose, the barking of the dog, etc., give to the child—unused to hearing them—great pleasure; to the receptive organ of hearing a pleasant stimulus; and offer sufficient impulse for attentive observation if he comes face to face with the respective animal. The same is also the case in speaking of subjects of interest that apply to their daily lives. The corresponding sounds of the clanging of the street car bells and fire-engines, the shrill whistle of the ambulance, the tuff-tuff of the automobile horn can all be used as exercises for developing residual hearing. Such sounds as these daily flow around the ears of the deafened child, but are either not heard at all, or are perceived indistinctly and are without meaning. Familiarity with these noises can be gained in the classroom by using bells, whistles, horns, etc., and are of great value to the hard of hearing child. In the frequent hikes taken by the classes, the children's attention is also drawn to the various other street noises and dangers of street traffic. The sounds of planing, filing, hammering, the hissing of steam, etc., are brought into discussion in their varying spheres and employed also in the service of auricular training.

Returning to the previously mentioned use of dialogues: this practice tends to accustom the children to the vari-colored modulations and intonations of the human voice. The child should not only become familiar with the sonorous voices of adults (in this case those of the teachers), but also with the "thin" voices of his comrades. All traces of systematic drill work should be left out of this. It is astonishing what rhythmic, feeling speech, sometimes also dramatic acting, results from the practice of such dialogues and conversational exercises. Children are often born artists. One

has only to understand how to separate the sparkling ore from the dross. Frequently grammatical errors can be corrected through these dialogues, and, as time goes on, without the assistance of the teacher. The better pupils, usually, take this task with pleasure upon themselves. Such instruction combines real work with play.

Many of the games, well known to children, can with a little ingenuity be changed into "hearing games"—"Blind Man's Buff," for instance. The child has to follow and locate with eyes covered the source of the voices of his comrades. Other games that prove useful are the knocking on a full water tumbler or an empty one with finger or ruler, and the children—with eyes closed—tell which kind of a noise they perceived. These exercises may be used in various combinations. They awaken the power of close attention, in an instructive way, the cultivation of which should be the chief aim of auricular training.

No less important is the cultivation and continued practice of rhythm. The children of the older grades of our school greatly enjoyed being permitted to dance—during their hour of gymnasium exercises—to the music of a violin. They were found surprisingly quick in following the music played.

If the children are asked whether they wish to return to their old schools next term, they answer with a decided, "No!" They have found a pleasant home, where their many complicated problems are fully understood and appreciated, that they do not care to exchange for the school left behind, in which they led a pitiable existence for the lack of that intelligent grasp of the consequences of defective hearing, an existence that, to the misunderstood little hard of hearing sufferer, amounts nearly to a daily crucifixion.

EDITOR WILL RETURN

The many friends of Miss Josephine B. Timberlake, the editor, will be pleased to hear that she will return from her extensive trip abroad about the middle of September.

ELEMENTS OF SUCCESS IN SPEECH-READING

BY NORA DOWNING

A SUCCESSFUL speech-reader is a joy to his associates and an abiding inspiration to his fellow-sufferers, for among the former he has taken his place as a normal happy individual, and among the latter he has blazed through the despair and isolation of deafness, a path which all may follow who earnestly desire to do so. I say "earnestly" because only the successful speech-reader knows the grim determination, the sincere and unlagging enthusiasm, and the enduring persistency which have been required to "change his physical handicap into a mental achievement."

The deafened person is constantly at a disadvantage in social and business affairs, for his avenue of approach has been insidiously cut off by his impaired hearing, and he is in consequence unable to take his right and proper place in the community and among his friends. He is loath to allow his deafness to inconvenience others, and he is prone to withdraw as much as possible from general companionship. "Companionship without communication is impossible; life without companionship is unbearable"; and in the inflicted isolation of the deafened person are developed his typical characteristics—shyness, timidity, depression, moroseness—and all the other kindred faults developed by human beings when they are much more by themselves than they were intended to be. Left alone, these erstwhile characteristics develop into confirmed habits of inattention and indifference, and finally into that well-nigh incurable disease of apathy into which so many deaf people allow themselves to sink. As one excellent teacher of speech-reading put it, "They allow themselves to *seem* deaf and *feel* deaf."

The value of taking up the study of speech-reading before this stage is reached can hardly be overestimated. It will teach those studying under the handicap of deafness to keep constantly on the alert. It will enable them to keep up with this busy and interesting world of ours and the earlier it is mastered the less

difficulty will be encountered in accomplishing the readjustment so vitally necessary to the well-being of all those whose hearing has become impaired in adult life.

How then, can the art of speech-reading be acquired successfully? In other words, what are the elements of success in speech-reading?

To the average person, there is something almost uncanny and quite fascinating about the mere mention of the subject "speech-reading." Some are entirely ignorant of the art, and others have fantastic and mistaken ideas as to its possibilities. I think then, that the first requisite for success is a knowledge of what speech-reading means and a proper mental attitude towards it. The person who takes up the study with the preconceived idea that he is going to learn to see *every* word of *every* conversation is undoubtedly going to be not only disappointed, but far from successful. If he expects to find in speech-reading a perfect substitute for his hearing, he will soon become discouraged and despondent over its failure to come up to his expectations. And if he thinks to acquire skill without good hard work and hearty co-operation with his instructor, he will soon come to see that speech-reading is not what it seems.

The tactful presentation of the subject with regard to its possibilities and limitations by an able instructor, will do much to establish the proper mental attitude so essential to success. At the same time, I think that a little timely information disseminated among the hearing friends and family of the student of speech-reading will do quite as much to procure for him the proper atmosphere in which to acquire his art. How many of us have come to grief over the well-meaning but ignorant efforts of our friends to help us! Perhaps one wants us to do "stunts"—and the feeling of nervousness aroused in anticipation is quite enough to prevent us from doing them. Then we have the "mouthers" who, with the mistaken idea of helpful-

ness, punish both themselves and us by distorting the simplest of positions and movements into fantastic and exaggerated semblances of "what might have beens." Last but not least, are those who either insist on shouting, or on dwelling on unimportant, isolated words and phrases until our heads ache in confusion and desperation. The three commandments for hearing people to follow among their speech-reading friends are:

1. Thou shalt be natural.
2. Thou shalt be tactful.
3. Thou shalt speak distinctly.

I might add that these commandments should be kept by speech-readers also, and here lies another stepping-stone to success. Learn to speak clearly and naturally yourself, and in being conscious of the movements of your own mouth, you will learn more readily to recognize them on *other* mouths, beside improving your own enunciation in the process. If everybody enunciated clearly, how much smoother would be the path of a speech-reader, for when enunciation is correct, the movements take care of themselves beautifully. Tactfulness is another valuable asset of the speech-reader, for it enables him to unobtrusively place himself in an advantageous position for a successful practice of his art; to bridge over a gap in the conversation by some remark which leads to familiar topics; and to courageously confess without embarrassment, the fact that he has failed to understand what has been said to him.

Having established a speech-reading atmosphere and attitude, the next step is to consider the active elements which make for success in speech-reading.

Speech-reading involves the training of the mind and the eye to work in such coördination as to take the place of the ear in following conversation. It is said that Nature compensates an individual for the loss of a member or faculty by enlarging or quickening others of the remaining ones. The blind man's sense of touch is far more sensitive, and his sense of hearing far more acute than these same senses in a normal man. Perhaps the oft-referred-to saying might well be applied here—"For they have eyes that see

not, and ears that do not hear." In any case, the deficiency of one sense results in a narrowing and condensation of the attention upon the others. The deaf person therefore, in the natural order of things, should concentrate his attention upon the training of the mind and the eye to make up for the deficiency in his sense of hearing.

We all, to a certain extent, "listen with our eyes." Even people with perfect hearing prefer to watch the face of a speaker; and on the motion picture screen, almost everyone has been able to understand fragments of conversation from the lips of the actors. And don't we all refrain from lip-movements when we wish to doubly conceal some remark we happen to be making? In speech-reading then, the deafened person is only developing a natural tendency and a latent ability to a degree of skill which will in great part compensate for his deficient sense of hearing. The degree of skill attained depends somewhat upon natural ability, but far more upon patient and persevering practice and training along the right lines—for natural ability can be augmented, and dormant powers can be developed by proper training.

In training for successful speech-reading, the prime consideration is the adaptation of material and method to suit the individual needs of each pupil. This holds true in every field of training, but especially so in speech-reading. Unless it is accomplished, the full possibilities of success cannot be attained. The instructor must, by tactful questioning and shrewd judgment, ascertain to what extent the required qualities of a good speech-reader are developed in each pupil. All training must then be given with the end in view of cultivating and developing these qualities.

The chief mental qualities which are contributing factors to success in speech-reading are: (1) The ability to concentrate. (2) An alert mind. (3) A synthetic habit of reasoning. (4) Intuition.

Success in speech-reading, as in fact in all things, is impossible without the ability to concentrate. The mind must not be allowed to wander, and a tendency

in this direction should be conquered at the start. It is one in which deaf people are prone to indulge. Many have a habit also, of ignoring voice sounds which they *do* hear, but which being vague and indistinct, are meaningless. In consequence, the mind is allowed to wander and its owner is brought to sudden consciousness of his surroundings by some forcible procedure on the part of his friends, which is not only embarrassing but very cruel to sensitive feelings. The nature of the training which the student of speech-reading receives, is such that it will do much to overcome this tendency. The habit of focusing the attention constantly and intelligently on the countenance of the speaker, must be firmly established—and this forces concentration to a certain extent. It might be well to emphasize here that speech-reading is *not* the reading of the lips *only*. To fix the attention too closely on the lips is very tiring and will soon result in an almost hypnotic stare in which it is almost impossible to practice intelligent concentration. The student of speech-reading soon learns that the expression of the face in general and the eyes in particular is an almost indispensable aid in thorough comprehension. Then only will he relax from tenseness and find that a calm state of mind is far more conducive to good speech-reading than a tense straining of faculties to understand by watching the lips alone.

Coupled with the ability to concentrate goes an alert mind. In fact the former is really an outgrowth of the latter. A genuine interest in one's surroundings and in human nature and affairs in general, are really the only requisites necessary to develop an alert mind, provided, of course that the interest is genuine. And this shouldn't be hard for a speech-reader, although it is very hard for a deafened person and even sometimes for many hearing ones. Deafened people are usually introspective and self-centered; hearing people are sometimes too busy and too careless to be interested; but we speech-readers are so keen to see what's coming next that we surely must flatter everybody with our close, eager attention! Of course, it might detract

a little from their self-satisfaction if they knew we were trying mighty hard to see their hard c's and g's rather than their aptly turned phrases—but as they will never know, what difference does it make? Then, we speech-readers *see* so much more than other people. Why, if we only *will*, we can become expert judges of character. Mouths give people away, you know! Besides, we have troubles and trials of our own and can truly sympathize with others because of the fight we've made. We know whereof we speak when we presume to give advice. And truly, you'll forget your own troubles in *seeing* other people's. That is why speech-readers are usually so cheerful and happy.

Thus speech-reading breaks down those typical characteristics of a deafened person which have proved barriers between him and a normal, wholesome life. One by one they crash down before the advance of speech-reading, until at last there stands no longer a typically deaf person, but one with clear, far-seeing eyes, ready to take his place in the world on an equal footing with his fellows, better, braver, in the knowledge that he has fought and won!

The next mental requirement of a successful speech-reader is a synthetic habit of reasoning. This is defined as "The habit of reasoning which tends to reduce particulars to inclusive wholes." It is directly opposed to the analytic habit of reasoning defined as "The habit of reasoning which proceeds from known particulars to general principles." There are many people who naturally have, or are trained by occupation to have, the analytic habit of reasoning. There are quite as many who have the synthetic habit and fortunate is the speech-reader in its possession. It seems to be never entirely lacking, but it can be cultivated and developed by proper and careful practice. In reading print we do not stop to analyze every word into letters nor even each sentence into words. We know that words are vehicles of thought and that as long as we grasp the thought conveyed by the printed words, it does not matter what else we have missed. In fact, the object of successful reading is

to forget the words as completely as possible. They are only the medium of expression from one mind to another. Therefore, forget the medium in as far as possible, for if you don't it will intrude on the thought and interrupt its reception in the mind. So it is in speech-reading. We do not wish to see every word or even be conscious of every word. What we want is the thought. There are so many invisible movements of the organs of speech, the variety of combinations so many and complicated, and the flow of movements so rapid and incessant, that it is impossible to see them all. Mrs. Alexander Graham Bell, herself an expert speech-reader said that were she to depend on the movements that she sees, alone, she would be quite unable to understand anything. Therefore it would be the height of folly for the speech-reader to cultivate the habit of analytic reasoning. He must strive to ignore details and to reduce particulars to inclusive wholes.

It is said that women make better speech-readers than men. Perhaps it is because their intuitive sense is more developed. Be that as it may, intuition *does* play a part in successful speech-reading. The ability to anticipate replies and to "feel" what is coming next, make an otherwise "hard mouth" far easier to read. Coupled with an alert mind, it is an almost impregnable asset. Whether an intuitive sense is innate and whether it can be cultivated if absent, are hard questions to decide. If you have a sense of intuition, make good use of it. If you haven't, try to cultivate one.

So far, nothing has been said of the training of the eye. This seems rather extraordinary, considering the fact that speech-reading is "the art of seeing with the eyes what cannot be heard by the ear." But in teaching speech-reading to the adult deaf, one must make use of all the faculties and senses that have been developed. Now, in teaching speech-reading to congenitally deaf children, one has to develop these faculties and senses. Such a child learns to speak through reading the lips and putting into practise under expert guidance what he *sees*. The two methods of instruction are there-

fore entirely different. How far, far, easier it is for us who have developed all our faculties before deafness has come upon us! We poor speech-readers and those who refuse to recognize their responsibilities and take up the study, should feel ashamed when we think of these children struggling not only to learn speech-reading, but to grow and expand into normal, happy beings as well.

The qualities required of the eye in becoming a successful speech-reader are: (1) Quickness. (2) Accuracy. (3) The ability to retain in the mind what has been perhaps unconsciously seen by the eye, until the complete thought has been uttered. This is called visual memory.

Quickness and accuracy of eye can be developed in many ways aside from speech-reading. A lover of Nature is invariably observant and accurate. A lowly flower, unseen by the average passer-by, will be a delicate thing of beauty immediately seen by one who loves Nature's children. A flash of bright wing will be quite sufficient to catch the attention of such a person and I venture to say that in that flash he has seen enough accurate detail to name the bird immediately, or else to verify the species in a book of birds. The study and the love of Nature will repay the speech-reader in every way and it cannot be too highly recommended for deaf people. Nature never fails us when we need a friend or confidant. The student of speech-reading can thus indirectly help himself to develop the powers of the eye in many ways.

The English language abounds in what the speech-reader calls homophenous words—or words which look exactly alike when seen on the lips and which can only be distinguished by the context. "The mind is steadily called upon to decide to a nicety and with a rapidity that even hurried speech cannot reproduce, in which sense such a word has been employed. The human mind adapts itself readily to the demand made upon it in this respect—more so when it has been trained along the right lines."

So the mind and the eye must be trained to work in such coördination that what is seen by the eye can be readily

and rapidly translated into thoughts and ideas by the mind. "It is little short of marvelous what the human eye and the human mind can grasp with lightning-like rapidity."

The eye must receive systematic and persistent training to recognize the movements of the organs of speech. The fundamental movements are the same always, modified of course by the shape of the various mouths and habits of enunciation. It is essential that the pupil practice with different people, for there are no two mouths alike, and he must early form the habit of seeking new mouths to conquer. As we learned to read print, so do we learn to read speech—a little at a time and with laborious effort at first—until at last the eye sees speech subconsciously. "Everything that helps to make speech-reading a subconscious process should be used—no matter how small the aid—for the speech-reader's salvation rests clearly upon a forgetfulness of method and a smooth-running mechanism." This can only be acquired by the use of a good method and practice, practice, practice, and then more practice. Not until the eye can subconsciously see the movements of speech, and the mind translate them with ease and rapidity into thought, can full success in speech-reading be attained.

Summary:

1. Speech-reading is the best and most natural substitute for the sense of hearing, but it is not a perfect substitute.
2. The right mental attitude towards the subject is essential to successful speech-reading.
3. The *eye* must be trained to subconsciously recognize the movements of the organs of speech.
4. The *mind* must be trained to develop the qualities of concentration, alertness, synthetic reasoning, and intuition.
5. The *mind* and the *eye* must work in such coördination that what is seen by the eye is rapidly translated into thought by the mind.
6. This is the aim and end of all training, and results in speech-reading.

Conclusions:

There is no royal road to success in speech-reading. Skill is acquired only by patient study and application of the right kind. I say "right kind" because more harm than good can come from misdirected effort. For this reason the skillful guidance of a good instructor is almost absolutely necessary. While it is not impossible to learn speech-reading without the aid of an instructor, it is certainly advisable to obtain that aid whenever possible—for the road to speech-reading is beset by snares for the unwary. Under a good instructor, too, speech-reading becomes a fascinating and interesting study, and enjoyment of the study is half the battle.

The totally deaf person will find in speech-reading the one sure means of conquering his deafness and of living a sane, normal, happy life; while the person who is only "hard of hearing" will find it a most useful "crutch" to help out his crippled ears, and will use to the very best advantage whatever remnant of hearing he still possesses.

Is speech-reading worth while? Do the hours of study and application justify the end? The thousands of happy speech-readers answer with one voice, "Aye, aye!"

'Tis not an easy task you may surmise,
To learn the art of hearing with the eyes,
Patience and perseverance, each a round
By which we climb until success has crowned
Our efforts. O, the hope it verifies,
The subtle art!

"HONORABLE MENTION"

LIP-READING FOR THE DEAF

One of our correspondents recently suggested that we should urge physicians, having patients who are growing hard of hearing, to advise them to take up lip-reading before they become very deaf. This would undoubtedly help in a measure to delay the progress of deafness by relieving the constant strain of listening. Moreover, those who are hard of hearing will learn lip-reading much more easily if their auditory sense is not yet entirely abolished.

We have for years received successive issues of *THE VOLTA REVIEW* and have frequently found its contents of great interest. Physicians whose own hearing is no longer very good or who have patients with like difficulty will do well to communicate with The Volta Bureau, 35th Street and Volta Place, Washington, D. C.—*Clinical Medicine*.

I AM THAT BIRD!

BY JOHN A. FERRALL

MANY and many a year ago, which is but another way of saying "when I was a boy," there was an old fellow in our neighborhood who had been in the Navy and visited many parts of the world. He had a fund of wild and weird stories of his supposed adventures, and a standardized form of narrative. He would start out with the story of a poor boy who, let us say, ran away from home and shipped on a vessel bound for South America. Then would follow a recital of harrowing experiences, at the conclusion of which the old fellow would strike a pose and exclaim dramatically: "My friends, what do you think—I am that boy!"

Inquiries put to me occasionally by readers of the *VOLTA REVIEW*—as to who I am, where I have been, what I have done, and the like—sometimes tempt me to launch into recitals of the type used by the old sailor, recitals of the exciting things that might have happened to me, but did not.

I suppose curiosity regarding the pronunciation of my name and the like is but natural. And, after the way I have gone on and on, folks are beginning to wonder whether I really am one person—or a syndicate!

The Editor's note in the May issue gives you accurate information regarding the spelling and pronunciation of the name. It really isn't pronounced the way it is spelled, of course, and thereby hangs a tale. But please note that I say "tale" and not "tail," for the history I am going to trace leads me back to some very remote ancestors, though not quite so remote as the word "tail" would imply. In the language of the day, while I propose to trace things back into the somewhat distant past, I shall be careful not to trace my family history so far back that it will leave me "up a tree"!

According to Bardic tradition, the Milesians conquered Ireland about 1700 B. C. These Milesians, of course, came from Scythia. They had migrated to Egypt and thence to Spain, where they became the rulers of the country. In

fact, it seems to be a sort of trait of the Milesian character—this tendency to mix into the political affairs of a country.

A commercial traveler, speaking of this tendency, mentioned the fact that he was once in a small town in Minnesota. I think, where the store signs indicated that the population was largely Scandinavian. He asked the station agent, a Scandinavian, whether there were any Germans in the town. There were not. Any Italians? No. Any Irish? "Why, yes," said the agent, "there are two Irishers in town. One is the mayor and the other is chief of police."

The name Milesian is taken from Miled, the head of the clan that went to Ireland. If you will take down your map and look at the Ireland of those days you will readily locate in Longford the clan O'Feral. There you have the origin of the pronunciation. The "O" has nothing to do with the name proper, being merely a prefix, used like "Mac" in those days, to indicate the Milesian Chiefs. The original significance and use of these prefixes have been forgotten by most people and they are retained or dropped as one fancies.

The extra letters, bringing the spelling up to the present-day "Ferrall," no doubt had their origin in the unsuccessful attempts of some one at deciphering the signature of an early Feral. I can understand how this might have happened. Only today I've been addressed as "Dear Mr. Tanoley" by a correspondent who had nothing but my signature to guide him. Who knows, then, but that a few hundred years hence the Ferralls will have disappeared entirely, being merged into the Tanoleys! Stranger things have happened.

And speaking of strange things, you know, naturally brings to mind my great-great-great-grand ancestor, Boyle O'Feral. As most readers know, he achieved renown at the siege of Esquimopi, and was the original of the famous character of captain Whozizz in Scott's "Emulsion."

The incidents likely to prove of greatest

interest to REVIEW readers, however, are those which relate to his experience with deafness. Boyle, of course, was deaf from infancy. That was long before the days of the Bruhn, Kinzie or Nitchie methods—these being listed alphabetically, the writer's motto being "Safety First!" So, little Boyle was left pretty much to his own resources. And he solved his problem in a most unique manner—he *learned to recognize words by their scent!*

Very likely that statement will sound a little startling to you, until you stop to consider its reasonableness. Most of us are reluctant at first to admit the possibility of anything we cannot do or have not seen done. We overlook entirely the long trail that the race has traveled since the days when our ancestors roamed the flower-decked walks of Eden, those happy days when we shared with the other animals many very useful faculties and instincts which have long since departed from us.

However, be that as it may, little Boyle before he was nine years old, or maybe it was seven, could stand in the doorway of his home-made cottage (it was one of those ready-cut affairs such as are shown in the lithographs adorning the walls of the recently excavated Seersrobuk Emporium at Aeogolioplis) and, sniffing the air, decide instantly the conversation in which he would be likely to find the most interest.

There he would go at once.

As a matter of fact, traces of this faculty are exhibited by people even in our day. We know how inevitably some folks will burst in upon us just at a time when something is being said which they should not hear. They do not realize, of course, that they are using primitive instincts and have actually "smelled out" the conversation, but it is nevertheless true that they have been led by the same instinct that led their River Drift forefathers. Alcmaeon the Pythagorean of Cotona, has explained in detail some of these manifestations of brain and mind coöperation. Since his writings are familiar to all, it would be out of place to discuss the matter in detail here.

Boyle could also distinguish between

the voices of different people by scent, just as hearing folks make the distinction by ear. He went even further as he grew older and increased his ability to such a degree that he could encounter a word-scent in the atmosphere days and even weeks after the conversation had taken place and at once identify the speakers and repeat their words. Unfortunately, it was this very proficiency which led to his untimely death.

We know, of course, that certain words possess their own peculiar odor. The most evident, perhaps, is that of sulphur. Most of us have at one time or another encountered sulphurous language. Boyle just happened to encounter too much of it.

He was much in demand by the courts of his country. Given fifteen minutes in the open air he could determine or rather select the exact conversation under discussion and repeat it word for word—to the consternation of the defendant or plaintiff as the case might be. Being engaged on one of his investigations and busy tracking down a wanted conversation, he chanced on the County Longford golf course just at the moment when a rather irascible player had made an unfortunate drive. The air was so deeply impregnated with the fumes of sulphur that when Boyle came sniffing his way along, the odor enveloped him, overcame him, and suffocated him before help could be secured.

Thus we see that the young die good and that virtue is its own reward. As one of Boyle's friends quaintly puts it: "If he had lived until the following September, he would have been twenty-seven years old; but then he would, of course, have been dead six months."

The seriousness of his loss to the world can scarcely be overestimated. Conversation, you know, is merely a collection of sound waves. Do sound waves ever wear out? If not, then all the conversations that have taken place since the world began are still drifting about in what we call the atmosphere. Who can say but that some of the beautiful clouds we see from time to time are simply banked up conversations of Shakespeare, Ruskin, Byron, and Burns?

With his ever-increasing proficiency, Boyle would no doubt have learned to select and decipher these ancient conversation waves, just as the experts decipher the hieroglyphics of the Egyptians. Here he could be, supposing he had lived until today, repeating over the radiophone to millions of interested listeners the very conversations of Adam and Eve—both in and out of the Garden of Eden!

What a calamity his death was! Still, I cannot make myself care so very much because, you see, I am deaf and I could not hear his radiophone talks anyway. Besides, he would be quite an old man now and probably not entirely congenial. He was born about 1643 B. C.

Of course all this may sound improbable to you. I do not believe it myself, in fact. And if you are inclined to doubt, I can only rest upon my well-deserved reputation for truthfulness.

In one of our large cities, a Scotchman stood looking at a statue of George Washington when a native came along and stopped.

"That was a great and good man, Sandy," he said, finally, to the Scotchman. "A lie never passed his lips."

"Ah, weel," replied the Scotchman, slowly, "I suppose he talked through his nose, like the rest of ye."

Perhaps I, too, have been talking through my nose!

It is not always easy to stick to the truth. That is a startling statement to make in the pages of this great family magazine, I know, but the truth must be told, whatever the consequences. Lately, quite lately, I have been sorely tempted. And where oaks have yielded, how shall frail reeds stand! Answer me that!

Anyway, some of my friends among the VOLTA REVIEW family have done me the honor of intimating that I am the Friendly Lady! This, I presume, is on the assumption that if Mark Twain could write things as dissimilar as "Huckleberry Finn" and "Joan of Arc," even a pseudo-humorist of my type should be able to turn his hand to various things.

Now, I'd like to remain silent and take the credit for the Friendly Corner. But the intimation is a long way from the truth—farther away even than I am ac-

customed to get. I find myself therefore on strange territory and my steps falter. No, the Friendly Lady fills her own niche and a mighty big one. Who she is, nobody seems to know. Certainly I do not—but I know quite positively that she is not John A. Ferrall, though of course, that name is still on the market, so to speak.

At a political meeting during one of the recent Congressional campaigns, a Democratic orator was addressing a large gathering.

"My friends," he cried, "I ask you: What are the Republicans bringing our country to? And echo answers: 'What?'"

"Excuse me, sir," said a man in the audience, rising to his feet, "but did I understand you to ask: 'What are the Republicans bringing our country to?'"

"Those were my words," said the orator.

"And you say that echo answers: 'What?'"

"That is what I said."

The man in the audience scratched his head and looked around in a perplexed manner.

"Then all I can say," he said, finally, "is that there is something mighty funny about the acoustics of this hall."

So, if any one really thinks that the stuff I write sounds anything like the beautiful English of the Friendly Corner, all I can say is that there must be something mighty funny about the acoustics of the VOLTA REVIEW.

I fear that my articles show only too plainly an external evidence of the internal war between my ideas and my vocabulary. The conflict reminds me somewhat of a certain society concert. A man leaned over and whispered to his wife: "Do you know the name of that piece?" She gave him a bored look. "Do you mean," she asked, "the piece that woman is singing, or the piece her accompanist is playing?"

As far as photographic representations of myself are concerned, I can only say that I believe firmly that what one thinks and does has a pronounced effect upon one's physical appearance. It is my endeavor to write humorous articles that

makes me look so funny, I feel certain. Of course, I should have profited by the experience of a certain man who visited his photographer to complain about pictures he had taken.

"I am not satisfied with these pictures at all," he declared. "Why, I look like an ape."

The photographer turned back to his work.

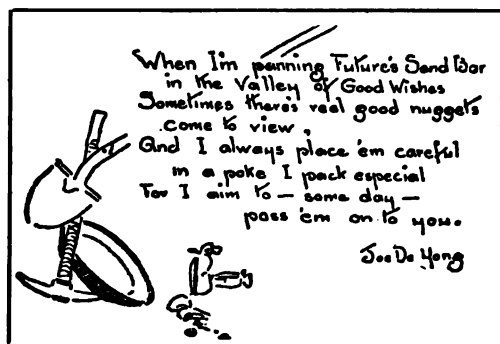
"You should have thought of that before you had the pictures taken," he said, coldly.

I have been quite puzzled by something that appeared in the Friendly Corner. The Friendly Lady told us that she paid a visit to Washington, but did not meet me, though she did meet people who had seen me. This goes to prove, in a way, that I do exist. But the Friendly Lady insists that she did not meet me. Then, how can one account for an apparently

contradictory statement in one of her articles.

Perhaps you recall that a few months ago she told us about a certain bird that had come under her observation. "I have no reason to believe that he has more intelligence," she writes, "than Dr. Bell's terrier, or my horse, or your cow, and yet he can say the most astonishing things in a most accurate way; as well as you or I. He doesn't know what he talks about, perhaps, but the miracle is that he talks. Why does he do it—and, above all, how does he do it?"

Of course, she says the bird is not as long as her arm, and that it has gay and gaudy feathers, and so on. But that is rather transparent camouflage, it seems to me. What I want to know is this: If she has never seen me, how can she describe me so accurately? For there can be no doubt about it—*my friends, I am that bird!*



JOE DE YOUNG

Those who read the sketch in the February *VOLTA REVIEW* about the young artist, Joe De Young, will doubtless be interested in the above little drawing and verse.

The *Chicago Record-Herald* says of him. "Mr. De Young is fast becoming an artist of note, his pictures having been sold to tourists from almost every state in the Union. One of his paintings, it is said, hangs on the wall of a Pekin, China, home. . . . Having met with the misfortune of losing his hearing while working in Prescott, Ariz., Mr. De Young decided to come to Montana and follow an artist's career. To use his own words, 'If I had known the hard, uphill grind it is I would never have had the nerve to tackle it.' But industry and close attention to detail have at last enabled him to produce work which has drawn the attention of the outside world, and his friends believe he has a brilliant career before him."

LETTER FROM THE EDITOR

Lucerne, Switzerland

August 6, 1922.

My dear Miss New:

I have just learned, through a brief notice in the *London Daily Mail*, of Dr. Bell's death. (Evidently a previous account had appeared, and I can secure no details whatever. It is Sunday, and the news stands are closed.)

I cannot begin to express my sorrow at his loss to the profession and to those who knew and loved him. The value of his influence in promoting the teaching of speech to the deaf cannot be estimated. There must be hundreds of deaf men and women, communicating with their fellow men by means of speech, who, but for the efforts of Alexander Graham Bell, would have grown up "deaf and dumb." His interest in the work of the Volta Bureau and the *VOLTA REVIEW*, and his ready response to any appeal for coöperation or advice, have been an unfailing source of inspiration and confidence.

JOSEPHINE B. TIMBERLAKE.

MEMORIAL NUMBER

In loving memory of the founder of the American Association to Promote the Teaching of Speech to the Deaf, Alexander Graham Bell, the next issue of *THE VOLTA REVIEW* will be dedicated as a memorial to him.

VOLTA BUREAU CLOSED

As a token of respect to its founder and endower the Volta Bureau was draped with black and closed on August 4, 1922.

Teachers Wanted and Teachers Wanting Positions

POSITIONS WANTED

WANTED—Oral teacher of eight years' experience is open for a position for 1922-23. Address R. A. E., Volta Bureau, Washington, D. C.

WANTED—By a college graduate position as teacher of cooking and sewing.—B. V. H.

WANTED—Position as teacher of drawing, art craft and domestic art. For information write M. B. L., Volta Bureau, Washington, D. C.

WANTED—Position as supervisor of deaf boys by young hearing man. High school graduate, can furnish best of references as to character and ability.—M. C.

A manual teacher of experience desires a change of location.—V. R. W.

WANTED—Position by an experienced oral teacher.—N. D. I.

WANTED—Trained oral teacher desires position in day or state school.—L. M. E.

TEACHERS WANTED

WANTED—Teacher of articulation for special pupil—not deaf. State training and experience.—D. C. S.

PARTNER IN LIP-READING SCHOOL WANTED

WANTED: Experienced teacher wanted as partner in well established school of lip reading for adult deafened. Address, N. B. K., Volta Bureau, Washington, D. C.

"VISIBLE SPEECH, AS TAUGHT TO THE DEAF"

BY ALEXANDER GRAHAM BELL

While this book is out of print, the lectures and the seven charts will be found in the Proceedings of the First Summer Meeting of the Association, pages 221 on. Price, 50 cents.

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A Memorial Number

THIRTEEN million telephones were silent simultaneously as a tribute to Alexander Graham Bell, who made their existence possible. Shall not the *Volta Review* devote one entire number to the memory of the man without whose influence its work would never have been begun?

Readers, opening these pages for information, entertainment, or help in the solution of their personal problems, will wait gladly for another issue, while this month they call to mind some of the greatness of the intellect and heart that planned a far-reaching work and provided a part of the means for its accomplishment.

Little deaf child, he loved you so much that you were his first thought when he found that his invention of the telephone would bring him wealth. He worked and studied and experimented far into the hours of many nights in order that he might prevent you from growing up dumb.

Teachers of the deaf, he gave you all that he, his father, and his grandfather had learned about speech. He taught class after class of teachers; he presented lectures that are still a mine of helpfulness; he organized an association of teachers for the purpose of sending the gospel of speech for the speechless into every corner of this country; he neglected duties and pleasures to attend your meetings and give you encouragement and support.

Parents of deaf children, he was the friend of each of you. He traveled thousands of miles in your behalf. His magnetic personality won for you in hundreds of instances the privilege of keeping your children at home without neglecting their education. He gave his own time and knowledge to the instruction of some of you; he answered letters from hundreds of you, giving you with unfailing courtesy and sympathy the information you needed; he gave thousands of dollars that knowledge concerning deafness and its causes and results might be increased and that the world might be informed how to help you.

Friends recently deafened, he believed in you. He realized, while even the intelligent in many cases were still doubting, that determination and perseverance would enable you once more to meet your hearing friends in conversation, that with proper encouragement schools for you would spring up everywhere and opportunity be given you to surmount your handicap. He visited your schools whenever it was possible; he gave encouragement to your teachers; he noted with enthusiasm each sign of increase in the spread of work for you and in your interest in the bureau which he had founded for all whom deafness had touched.

Readers all, he believed it to be the duty of every man to contribute his share toward the eradication of deafness. He made a deep study of heredity, hoping that all of you might be convinced of the need for a wise selection of mates, that congenital deafness need not occur and that other defects might be avoided. It was his hope that his Association, founded among the teachers of deaf children, might grow and expand until it included not only teachers, relatives, and friends of the deaf, but all who wish for the betterment of humanity and the uplift of an unfortunate group.

As you read herein what a few of those who knew of his work have said of him, may you too catch the spirit of his plan and further its execution until every deaf child is given the blessing of speech and every deaf person the ability to understand the spoken word.

"SERVANT OF THE DEAF"

Alexander Graham Bell

'Tis true your body tired
Has gone to rest.
The work your soul inspired
Lives on, twice blest.

What if your life you give?
Your spirit darts
From soul to soul. You live
Within our hearts

—SAUL N. KESSLER

THE VOLTA REVIEW

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"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—Bacon.

Volume 24

OCTOBER, 1922

Number 10

DR. BELL THE GREAT, THE GOOD, THE LOVABLE

BY HARRIS TAYLOR

ONE wintry day in the late seventies I walked to the village drug-store to get an almanac. Country life in Texas was very drab when I was a boy; almanacs contained jokes, and they were free. On the front page of the almanac I selected were pictures of four inventors, and one of these was Alexander Graham Bell. I glanced hastily at three of the pictures; but the fourth, of Dr. Bell, made a profound impression. Even this small, cheap woodcut portrayed a great mind, a great heart, a great soul; I did not think of him as a great inventor. "I want to meet him; I want to know him," I said again and again. Then I was abashed at my own audacity in aspiring to so great an honor.

My boyish admiration—I may say, adoration—for Dr. Bell never waned. Shortly after I became a teacher of the deaf I was made happy by a personal letter in which Dr. Bell commented most kindly upon something I had written. Later unexpected circumstances and conditions brought me into frequent and intimate contact with the man I had so much admired from afar off. No illusions were destroyed by close acquaintance with Dr. Bell. The better you knew him the more you loved him and the greater he appeared.

Dr. Bell's place in history does not depend upon the invention of the telephone. His other inventions, while less widely known, were important enough to give him lasting prominence. He was the first to reject the idea of the balloon and to demonstrate beyond peradventure

that for general purposes the successful flying machine must be heavier than air. The world is deeply indebted to him for what he did through experiments, advice, and financial assistance to make the flying machine a practical vehicle for the pursuits of war and commerce. Dr. Bell and a few associates were largely responsible for the world-wide revival of zeal for geographical knowledge. He was a profound and enthusiastic student of heredity; and his contributions to science in general were too extensive and varied for enumeration. With two generations of elocutionists behind him, he took high rank as a professor of oratory, and was regarded as one of the leading phoneticians of his day.

It seems impossible that one person could be all and do all that I have mentioned; but I have by no means reached the limits of this many-sided man. The object of my love and admiration was Alexander Bell the educator and philanthropist.

In the early sixties there was a widespread revolt against the silent method of instruction which was then in general use in schools for the deaf in America. Gardiner Greene Hubbard and other parents, in Massachusetts; Mrs. Henry Lippitt, in Rhode Island; and Isaac and Hannah Rosenfeld, in New York, all made private provision for the oral instruction of their deaf children. These private schools secured the services of Mary H. True, Harriet B. Rogers, and other consecrated teachers, and before the end of the decade these small schools

had developed into three large, prominent oral schools.

In 1872 Dr. Bell went to the Clarke School at Northampton, Mass., to introduce his father's Universal Alphabet, or Visible Speech Symbols, as a means of teaching the deaf to talk. He soon met and later married Miss Mabel Hubbard, the deaf daughter of Gardiner Greene Hubbard. Dr. Bell entered into his new work with great enthusiasm and very soon he and his father became the chief authorities in the teaching of speech to the deaf; and this distinction is still maintained.

For the invention of the telephone Dr. Bell received from the French Government the Volta Prize of fifty thousand francs. Dr. Bell gave this prize as a nucleus for the endowment of the Volta Bureau, which was established for the sole purpose of collection and increase and dissemination of knowledge relating to the deaf. Later this endowment was greatly increased by gifts from Dr. Bell and his father, Professor Alexander Melville Bell. Ground was broken on May 1, 1894, in Washington, D. C., and the present building was completed a year later. This Bureau is now the repository of information of every kind concerning the deaf, and its wealth of information is open to the world.

The American Association to Promote the Teaching of Speech to the Deaf was incorporated in 1890, to aid schools for

the deaf in their efforts to teach speech and speech-reading by providing schools for the training of articulation teachers; by the collection and publication of papers relating to the subject; by conferences of teachers and others concerning methods of teaching speech and speech-reading, and by using all other means as might be deemed expedient, to the end that no deaf child in America shall be allowed to grow up deaf and mute without earnest and persistent efforts having been made to teach him to speak and read from the lips. Dr. Bell, upon the incorporation of this Association, made it a gift of twenty-five thousand dollars as the beginning of an endowment fund. Dr. Bell was elected first president of the Association and presided at the summer meetings in 1901 and 1902. At both of these meetings he gave a series of lectures on speech and speech-teaching. These lectures have been published in book form and are still used as authoritative sources of information by teachers of the deaf. As President of the American Association, as a director and later as a member of the Advisory Council, and as Chairman of the Publication Committee of the VOLTA REVIEW, Dr. Bell has rendered to the deaf services beyond my power of expression.

Dr. Bell, the great, the good, the lovable, was one man out of millions; his place will never be filled; "I shall not look upon his like again."

TRIBUTES TO DR. BELL

I AM glad to be allowed the privilege of adding my tribute in your memorial number to my late friend, Alexander Graham Bell, whose world famed invention annihilated time and space, and brought the human family in closer touch.

The world pays its grateful tribute to the memory of one whose benefaction to the world will cause his name and works to live on to time immemorial.

THOS. A. EDISON,
Member of the Advisory Council.

WHEN Alexander Graham Bell passed on, the world lost one of its great lights. All men lost an instructor and benefactor, but the deaf lost a friend and brother; and if it be true that in heaven we are judged by the knowledge we have gained here, then he, our great friend, will have an exalted place and though he has gone before, he will ever live in the lives of those to whom he brought light.

BURTON W. DRIGGS,
*Superintendent, North Dakota
School for the Deaf.*

THOSE who have attended meetings of instructors interested in the education of the deaf in this country during the past generation can never forget the charming personality of one of the regular attendants—Dr. Alexander Graham Bell. Although a man of fine physique and commanding presence, one could not imagine the smallest child or the most bashful person failing to respond to his manifest kindness and interest. I can picture him now with little deaf children about him, absolutely unafraid, trying to make themselves understood in speech by their big friend. I can see him encouraging them to their best efforts and inspiring them by his love for those so handicapped.

I can see him on the platform before educators, and on other occasions, explaining in clear and convincing language the value of speech and speech-reading to those who have lost their hearing.

Those who were admitted to his charming family circle can never forget the unbounded hospitality with which they were entertained. The memory of numbers of interesting meetings of famous scientists, authors, and explorers, held at Dr. Bell's beautiful Washington home, during which he showed the most amazing grasp of a great variety of scientific subjects, often comes into my mind, and makes me record Alexander Graham Bell as one of the most remarkable men it has been my privilege to know.

Those of us who are particularly interested in the education of the deaf mourn him as a charming friend, wise teacher, and great benefactor.

PERCIVAL HALL,
President, Gallaudet College.

TO every thoughtful person who knows the story of Dr. Bell's life, the name of Alexander Graham Bell is a thrilling inspiration. Coming under the spell of the magnificent personality of this great, good man was a benediction. Would that such men as Dr. Bell could live forever.

A. C. MANNING,
Superintendent, Western Pennsylvania School for the Deaf.

THE invention of the telephone brought Dr. Bell great renown and an abundance of wealth, but these did not take away the beautiful simplicity of his life. He was still the same friend of the helpless and especially of deaf children. No one who came in contact with him could fail to understand and appreciate this.

Those who differed from him in his policy of educating the deaf did not know him personally. Had they been able to meet him and talk matters over, they would have seen and known how true a friend he was of the deaf. It was their great misfortune that this was often impossible. He was really broad and liberal in his educational policies, and always wanted done for the deaf child what was best for him. He tried to be, and was, his true servant.

His contributions to the progress of the world in his inventions, will always mark him as one of the great men of all generations. But those interested in the education of the deaf, know him for more than an inventor and contributor to the progress of the world. They know him as a friend of the lowly, and as a benefactor of the deaf.

The student of the literature of deaf education will always be familiar with Dr. Bell's writings, and will look upon him as one of the greatest contributors.

The establishment of the Volta Bureau as an agency in the uplifting of the deaf, and the maintaining of it out of his private funds is sufficient of itself to make his life dear to the deaf and their friends.

The world has lost a great man, and the deaf a true and able friend.

J. W. JONES,
Superintendent, Ohio School for the Deaf.

THE passing of Dr. Alexander Graham Bell causes all who know him and his wonderful devotion to the deaf to pause in silence and express gratitude that so great a man lived with us, influenced our lives and bettered the world. May God comfort his family.

FRANK M. DRIGGS,
Superintendent, Utah School for the Deaf.

GREAT men had monuments in stone carved out in honor of their contributions to life, testimonials that crumble with the touch of time. History will not fail to acclaim Alexander Graham Bell one of the great, but happily he needs no such inanimate reminders of the good he has done. The monuments to his name are seen in what he wrought for the weal of his fellowmen, in accomplishments that have elevated mankind. As time passes a fuller appreciation will concede that there are few such names in history.

Ordinarily, distinction in life is accorded him who has devoted all his years to acquiring renown in a single line of endeavor. But Dr. Bell, earning pre-eminence in manifold activities, was a superman.

Those of us who do not rise to the heights of fame find a measure of contentment in contemplating wherein one like Dr. Bell, labored with us on common ground.

It cannot be denied that the great progress made in this country in bringing speech to the deaf child is but a reflection of the efforts of Dr. Bell. He was the great apostle of the speech-method; his enthusiasm in its behalf made him the acknowledged leader in combatting all opposition to it.

The annals of our profession are alive with the contribution he proffered out of a mind and heart rich in experience and affection. He was an outstanding figure in the debates at many a convention of teachers of the deaf. To give expression to his ideal of service he brought into being the Volta Bureau and its equally invaluable REVIEW. When Dr. Edward Allen Fay's momentous work, *Marriages of the Deaf*, appeared—made possible by the support of the Volta Bureau—it was Dr. Bell who made it the basis of a scientific study of the existence of deafness. At the Twelfth Federal Census, in 1900, as expert special agent, he undertook the task of compiling the official analysis and report of the census information concerning the deaf and the blind. This report was the first of its kind in which the deaf and the blind were not classed as defective, dependent, or delinquent. At this time Dr. Bell also advanced a

number of very practical suggestions seeking improvement in methods of taking a census of the deaf.

To the very last of his illustrious career, Dr. Bell maintained an active interest in forwarding the education of the deaf. A year ago on a visit to the scenes of his early life in England and Scotland, he was received with great cordiality by teachers of the deaf there, who through him expressed their appreciation of the progress made by their American colleagues. Another task that he but recently undertook was to promote, as president of the board of trustees of the Clarke School in Massachusetts, an endowment campaign to provide added means whereby that school could broaden its usefulness. The commanding position among schools for the deaf which the Clarke School now enjoys is perhaps in no small measure due to his influence.

We may well read in the life of Alexander Graham Bell, a life ever intent upon increasing its value to the world, a glorious inspiration to continue with the same tireless enthusiasm that makes this world of ours each day a better place to live in.

IRVING S. FUSFELD,
Editor, American Annals of the Deaf.

FROM early childhood I have enjoyed reading and studying the lives of Dr. Bell and other great inventors. Dr. Bell's career has been an inspiration to me.

Through the valuable fund of information at the Volta Bureau and the assistance of its personnel, I was saved a great deal of experimental work on the Vactuphone, my invention for the hard of hearing. Dr. Bell extended to me the use of his historic Washington laboratory in making tests on this instrument. In personal interviews Dr. Bell gave me the benefit of his years of experience and research with instruments for aiding those with sub-normal hearing and he even suggested experiments to make in the future.

I feel deeply grateful for his help and encouragement.

EARL C. HANSON,
Inventor.

THE rare qualities of mind and heart, with which the late Dr. Alexander Graham Bell was so richly endowed, combined with his gracious, charming personality attracted and held captive all who met him. Kindliness of spirit characterized his life. When, in the early part of April, 1871, he came to Boston to instruct the teachers and pupils of the then recently organized day-school for deaf children in the knowledge and use of his father's System of Visible Speech, his deep sympathy for the children irremediably deaf, led him to experiment with toy balloons, as conveyors of sound vibrations. He thought that these balloons, made of a sensitive membrane, if held in the hands, or clasped in the arms, might warn the pupils of danger from moving vehicles and train them in habits of watchful care, when in the street. The study of these and other vibrations was the beginning of the marvellous discoveries that endeared him to thousands, and gave him honors from the entire civilized world. These almost unparalleled expressions of appreciation did not affect the beautiful simplicity of his nature, nor lessen his tender devotion to the interests of the deaf. His numerous publications in their behalf and the Volta Bureau are lasting monuments to his lifelong services.

In our great sorrow at the loss of his inspiring presence, we, like the disciples of old, "stand gazing up to heaven," that has received him "out of our sight."

SARAH FULLER,
Member of the Advisory Council.

IN the death of Dr. Alexander Graham Bell the deaf have lost one of their best friends, as well as one of their greatest benefactors. His interest in the deaf began early in life.

It was chiefly through his efforts that the oral method of teaching the deaf has made such rapid strides during the past quarter of a century. But, while he was one of the strongest advocates of the oral method, he was not among those who would deny the deaf the use of manual intercourse.

It was while trying to make some device to aid the semi-deaf that he dis-

covered the principles of the telephone. This invention will be a greater monument to his memory and to his genius than any that may be chiseled out of marble or granite by the world's greatest sculptor.

The greatest memorial of himself left for the deaf is the Volta Bureau, which he established and endowed in the city of Washington, D. C., for the dissemination of knowledge concerning the deaf and for the advancement of their education.

WIRT A. SCOTT,
*Superintendent, Mississippi
School for the Deaf.*

I HAD known Dr. Alexander Graham Bell since the Centennial Exposition at Philadelphia in 1876, where he was exhibiting the telephone and wanted me to take \$500.00 stock. I have had the honor and pleasure of entertaining him and the pleasure of being entertained in his home. I have been with him in many conferences and conventions and have worked with him in many ways in the interest of the deaf. Everywhere he impressed me with his profoundness and his simplicity. It is a fact, as I have heard him state, that he caught the idea of the telephone in his efforts to develop speech in the deaf. While his studies were so broad, so deep and so absorbing, he never lost interest in the education of the deaf. One of my reports as superintendent of the Mississippi School for the Deaf called from him a cordial and commendatory letter, so interested was he in the work with the deaf. Most people do not know how profoundly interested he has been in the development of flying machines. He said to me twenty-five years ago: "I fully expect to live to see the day when a man can take dinner in New York and breakfast the next morning in Liverpool." He practically saw it. It was both an inspiration and a challenge to spend a few moments with him in his home or study. The deaf and their friends everywhere rise up and call him blessed.

J. R. DOBYNS,
*Superintendent, Arkansas School
for the Deaf.*

AN EVER-CONTINUING MEMORIAL

BY FRED DELAND

A FEW days ago I mailed to the VOLTA REVIEW a short tribute to the memory of Alexander Graham Bell. Its receipt was acknowledged with the request that I write an article "about the life of Dr. Bell concerning which people know so little" and to incorporate the substance of the brief tribute in the article. I explained that, if properly told, the story of Dr. Bell's life would completely fill, not only the memorial number, but a dozen other numbers of the VOLTA REVIEW. But explanations and protestations were in vain, and to me was assigned the duty of supplying an essay rather than a brief tribute.

To tell the complete story of the life of Dr. Bell, even to present an accurate summary of all of his helpful activities will require the best efforts of a far more gifted pen than mine. I doubt if any one man knew him intimately enough to properly record all of his many helpful contributions to the betterment of humanity; and to properly tell all, months of continued effort would be necessary. Thus all that is possible at this time is to present a summary of a portion of *only one* of his many beneficial activities.

Rarely is the term lovable applied to man. Yet a combination of the words *lovable* and *helpful* will form a fitting term to apply to the big-hearted, broad-minded scientist whose remains rest in that rocky room on the top of the mountain he often sought at sunset.

Not to every man is the gift given to win and hold the love of children, but he possessed that gift, and found a joy in promoting the happiness of children. Ever was he willing to assist in any practical plan that would aid in promoting the intellectual welfare of children. When invited to address the graduating class in public or private school, he endeavored to encourage the young people to perceive the many possibilities for success open to all who persistently cultivated the faculties of observation, of precision and of open-mindedness.

For whatever else he was, Alexander Graham Bell was a man with an open, a receptive mind. If you study his life

history, from the age of thirteen onward, you will perceive that he never forgot the lesson that his wise grandfather taught him that no matter how much he might know there would still be a vast amount of worthwhile knowledge yet to learn.

But to return to the purpose for which this essay is planned. The phase of his life-work that has always appealed most strongly to me, includes his unselfish services in behalf of young deaf children and of hard of hearing adults. There the natural man looms largest. That is why I believe that coming generations will hold in far higher esteem what Alexander Graham Bell did to promote the intellectual welfare of deaf children, than they will hold his invention of the telephone, the radiophone, or any of his many other contributions that have enriched industrial and scientific activities.

And that is why I believe that his unselfish services in behalf of the deaf and the hard of hearing will be transmuted into the greatest of all memorials. For the results of his achievements in behalf of the deaf will be ever-expanding through all time. Yes, I know that it is recorded that the ever-broadening telephone service will be the greatest of all memorials. I know, too, that he found a joy in giving all the credit to others for the existing marvellous expansion in the scope and the character of the art of telephony; just as he found a joy in giving all the credit to others for the able manner in which they refined his methods of teaching deaf children. Yet I also know that he found far greater pleasure in the discovery that twenty-five per cent more pupils in institutions were receiving instruction in speech than during a previous year, than he found in the statement that 25,000 new subscribers were connected to telephone exchanges during the previous month.

Here are the reasons on which my belief is based. Today every intelligent person knows that it is possible, under proper speech conditions, to train deaf children to become efficient in the use of speech and speech-reading. But what

in obtaining good articulation and *timbre*, yet they did not show rhythm of speech, and, only approximately did they pictorially direct the proper modulation of the voice. Thus, based on his father's symbolized representations of mouth positions, he developed from the symbols of voice a "philosophical notation" for voice-movements "in regard to *pitch*, *duration* and *force*." So successful were his experiments with what may be termed the improved symbols that he felt confident that pleasing articulation could be secured from young deaf children by any enthusiastic teacher familiar with the mechanism of speech, and possessing a cultivated auditory acuity that would insure the detection of the delicate differences of sound.

Alexander Graham Bell claimed no credit for improving the symbols, and today the improved symbols are known as the Melville Bell symbols; yet with this improved form the invisible movements of the organs of speech and voice are readily depicted.⁴ These symbols possess the same quality of simplicity that chemical symbols do, and can be used in pictorially presenting a combination of speech sounds—a sentence of spoken words—after the same fashion that chemical symbols are arranged to define the composition of a chemical compound.

In 1871 he began recording in a personal notebook the improvements observed in the pupils in "Miss Fuller's School." Evidently he tested the hearing of all the pupils to ascertain how many possessed a remnant of hearing sufficient to justify attempts at reëducation of the sense of hearing. The entries are in his handwriting and now possess historical as well as professional interest. He records a list of "English sounds obtained perfectly," and a list of others obtained imperfectly. In one case he wrote: "Does not hear sufficiently to make a tube beneficial."

About two months later, he tested "the hearing of the pupils in Clarke School," and again the entries in his notebook are recorded in his own handwriting. In the case of a congenitally deaf pupil, aged 12, he wrote: "The sounds were not imitated correctly, but the attempt at imitation was sufficient to show that

there is a very slight sense of hearing." Concerning a 17-year old girl, recorded as born deaf, he wrote: "Seems to hear better through eye than tube; can imitate sounds, but not words. I think her hearing can be educated."

To teachers and parents who questioned the value of his methods, Alexander Graham Bell explained the wisdom of utilizing all the senses, or remnants of senses, in aiding the child to gain command of language; that during infancy and early childhood the hearing child hears many words repeated many times, before he tries to imitate a word. After several years of continuous efforts he is able to correctly pronounce words, the meaning and proper use of which he learns later. But with the deaf child the eye must serve as the avenue to the brain in place of the ear; and the printed page must serve as a substitute for the conversation that aids in increasing the hearing child's command of language. Hence, it was wise to encourage the deaf child to read as much as possible. The more the child read, whether he fully comprehended all he read, the greater would grow his command of language.

Of course, all that is here related is now common practice. Rhythm, the reëducation of hearing, and other of his helpful suggestions have been used as efficient aids in the instruction of the deaf during the past thirty years or more. But what about fifty years ago?

Yes, they taught pupils in the sign-language institutions to read, fifty years ago. But in the institutions the pupils were aided to gain a command of language in order that they might learn to read. What Alexander Graham Bell did was to reverse that order; he encouraged the child to read and to write that it might acquire a command of language.

You can hardly blame the teachers and parents of fifty years ago for declaring his unorthodox methods to be "impracticable," when he encouraged his pupils to read and to write before they could comprehend what they were reading or writing. But he continued with his "ridiculous" method; for his experience had taught him that the eye of the deaf pupil *would* aid in affording a familiarity with words, just as the ear of

the hearing child aids him to use language which he does not fully understand. In other words, if expression preceded comprehension with the hearing child, why not with the deaf child?

After his success in Boston, it was only natural that he should be invited to instruct the teachers in the Northampton school. For the Clarke School was always a speech school. But to his intense delight there came a request that he demonstrate the value of his methods at the sign-language institution in Hartford, the parent of all sign-language institutions. For it was officials from that institution who led the fight against the advocates of speech-teaching during the legislative meetings in 1867, when one estimable teacher had declared: "Our teaching is constantly by signs. We do not pretend to teach by articulation." Another good teacher said: "Articulation has never been a part of the regular system of instruction of the deaf and dumb and I hope never will be; for I am firmly convinced that it is a comparatively useless branch in the education of deaf-mutes."⁵

A few months later Alexander Graham Bell while being questioned by heads of sign-language institutions regarding his success at Hartford, replied that "seven out of ten pupils, who had previously had no knowledge of speech, were able to articulate sentences so as to be understood by strangers without prompting, and this after seven weeks' instruction."³

Because he realized that time would not permit of his giving proper instruction in all the institutions that were requiring his services, he established a private normal training school in Boston, in October, 1872, to which the institutions could send teachers.

Early in 1873, he was appointed a member of the Faculty of the "Boston University School of Oratory," and there he gave lectures on the "culture of the speaking voice," on mechanism of speech, on visible speech, and on his method of "instructing deaf-mutes in articulation." It was agreed that he could also carry on his own training school. But he helped to establish a second training school at the University where he also gave instruction to normal students. It was not a case

of helping to establish a powerful competitor, it was the effort of a broad-minded man to meet the great demand from sign-language institutions, for trained teachers competent to teach deaf pupils to speak and to read speech.

While we are on this subject of the Boston University let us anticipate the future three or four years. The lectures on the mechanism of speech delivered by Alexander Graham Bell at Boston University, attracted so much attention that Oxford University requested that a temporary loan or exchange of professors be entered into. In his Annual Report⁶ for the scholastic year 1877-78, the president of Boston University made this interesting statement:⁶

"The fame of the Faculty is rapidly extending. The application of the authorities of Oxford University, England, for a course of lectures from Professor Bell was not only a high compliment to our University, but what is better, the actual initiation of a practice of international academic exchange, which is destined to grow into proportions of the highest importance to civilization. Of the course delivered in response to this distant call, the distinguished Oxford philologist, A. H. Sayce, writes to *The Academy*, London, as follows: 'I must not pass over the extremely interesting and lucid lectures on Speech, delivered to us at the beginning of the term by Professor A. Graham Bell, inventor of the telephone. His command of the vocal organs lent additional force to his exposition of modern researches into the physiology of speech, which were probably new to most of his hearers. The crowded attendance at his lectures was most gratifying in a place where one who deals with a subject not recognized in the schools has usually to speak to bare walls, and it was still more gratifying to find that the attendance was a continually increasing one.'"¹

During the six years that Alexander Graham Bell resided in Boston or its immediate vicinity, he devoted much time and thought to devising methods and mechanism helpful in promoting the physical as well as the intellectual welfare of deaf children. A mere suggestion from Miss Fuller of the need of

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During the six years that Alexander Graham Bell resided in Boston or its immediate vicinity, he devoted much time and thought to devising methods and mechanism helpful in promoting the physical as well as the intellectual welfare of deaf children. A mere suggestion from Miss Fuller of the need of

a method or a means that would aid her pupils, was all that was necessary to enlist his enthusiastic endeavors. It is true that experience showed that some of his devices were unsuitable for the purpose desired or possessed slight practical value; facts he was quick to perceive. Yet never did he grow discouraged in his ardent desire to be of help. Always he gave of his best.⁸

While making some of these experiments he discovered that toy balloons were very sensitive to the vibrations of the voice; that by holding one end of a rattan cane against his throat, the pupil lightly grasping the other end, could feel the vibrations of the voice. Writing on this subject at that time, he wrote: "Miss Dudley can feel the slightest tremor of my voice through thirty feet of this (sensitive) wood! She can by the sense of touch distinguish between such ambiguous words as *Papa* and *Mama*, *five* and *fife*, *bit* and *bad*. Thus I see no reason why the sense of touch might not be educated to supply the deficiency of sight in reading the lips. . . . (She) reads the lips so readily that it is difficult to know whether the touch assisted her in the few sentences I gave her. . . . She described the voice as more abrupt in *fife* than *five*."

To illustrate the enthusiastic manner in which he entered upon the work of perfecting any proposed plan to promote the welfare of deaf pupils, a portion of a letter is presented that Alexander Graham Bell wrote to his mother on December 8, 1872; after a suggestion that some way ought to be found to prevent so many deaf persons from being killed or injured accidentally.

"The superintendent of Chickering's piano factory has become interested in my ideas, and has made me a present of a lot of wood exquisitely sensitive to vibration; wood such as Chickering uses for the sounding board of his pianos. A box (small and oblong in shape) is made of this wood, to contain a number of violin strings tuned to various pitches, some high, others low. The box is small enough to be worn concealed about the person of a deaf-mute. The most convenient place is over the chest; a ribbon around the neck holds it in place.

"Now if any of the strings should vi-

brate in the slightest degree, the wood of which the box is made magnifies the vibration so as to be distinctly felt by the deaf-mute. I do not know whether this will prove sensitive enough to give assistance in reading the lips, but the box would certainly tremble to any loud noise, such as an engine bell or the rumbling of a streetcar or a loud shout.

"Every year we have a long list of deaf-mutes who were run over on the railroad tracks or on the streets. Those casualties happen because they did not hear the warning noises. Suppose a deaf-mute wears one of these resonators. A bell rings, or a loud shout is made. The deaf-mute feels a sudden trembling at his chest, turns around to ascertain the cause, sees the danger, and is saved."

A week later he wrote further details concerning his danger signal for the deaf:

"I have tried the effects of several kinds of violin strings with most promising success. The best results were obtained with a silk string wound with wire. A cough or a loud shout was felt as a distinct *blow* on the instrument."

As danger signals these noise-amplifying boxes proved a big success. Yet it was difficult to persuade the deaf to always wear them when out-of-doors or in places of danger. Even though the little box, less than an inch in breadth and depth and three inches in length, was completely concealed under waist or shirt, yet the usual reply was, especially in warm weather, "I forgot to put it on."

On October 1, 1872, Alexander Graham Bell accepted the five-year-old deaf-born son of Thomas Sanders as a private pupil. Mr. Sanders had frequently met Alexander Graham Bell at "Miss Fuller's school"; and on several occasions he had visited the Sander's home in Haverhill, Mass., and there discussed the question of how best to educate the boy.

During the school year 1871-72, the pressure of professional duties prevented him from accepting the boy as a pupil, but the father secured a promise that on the opening of the next school year he would assume the responsibility of teaching or supervising the teaching of the child. In those days there were no

schools for very young deaf children; thus the boy had never been to school, but had received private instruction during three weeks from Miss Sarah Fuller.

In starting the education of the boy, Alexander Graham Bell, in a personal notebook, "briefly sketched out the course" he proposed to follow in instructing the child. In part he wrote: "I propose to divide his education into two great branches—one relating to articulation, the other to mental development . . . I believe that George Dalgarno has given us the true principle to work upon, when he asserts that *a deaf person should be taught to read and write* in as nearly as possible the same way that young ones are taught to speak and to understand their mother tongue. We should talk to the deaf child just as we do to the hearing one, with the exception that our words are to be addressed to his eye instead of his ear. . . ."

"The principles of Froebel's kindergarten method of teaching are applicable to deaf-mutes. Froebel believes that *the natural instinct of the child to play should be utilized in his education*. His ideas would seem to indicate that the successful teacher must appeal to the faculties of *imagination and imitation*, and encourage *self-activity* in his pupil. *I propose then to blend the principles of Dalgarno and Froebel—to familiarize the child with written language by means of play.*"

The editor of the *Annals* has told how, about the beginning of 1883, his attention was called to a new member of the Primary Department at Columbia Institution, George Sanders, who possessed a remarkable command of language. His attainments in other respects were not extraordinary; but he used the English language with a freedom and accuracy quite exceptional in a congenital deaf-mute," the editor stated. He also wrote: "His (pupil's) education was begun and carried on for three years by Professor Alexander Graham Bell. For several years past he has had no teacher. Inquiry of Professor Bell as to the method by which results so unusual had been attained led to the preparation of this paper." (A long communication addressed to the editor, and containing a detailed description of the method employed in teaching George Sanders.)

The editor then adds: "We are sure the narrative will prove no less interesting to our readers than it was to Mr. Denison and the editor, and we trust it will not only afford encouragement and aid to parents in beginning the education of deaf children at home, but will also have a stimulating and inspiring effect upon every teacher who reads it. Much of the method described is no less applicable to a class of pupils than to a single pupil; and we have no doubt that in the hands of capable and devoted teachers it would go far toward solving the great problem of the mastery of the English language by the congenitally deaf."⁹

In presenting the details of his method of instruction, Alexander Graham Bell wrote in part, as follows: "I was fortunate in securing the coöperation of a very excellent teacher, Miss Abbie Locke, now Mrs. Stone, of St. Louis, with whose assistance George's education was carried on. . . . The school-room was converted into a play-room, and language lessons were given through the instrumentality of toys."

Mr. Sanders had obtained a room for the child and its nurse or maid, who was to look after its physical welfare, at 35 West Newton Street, Boston, where Alexander Graham Bell resided. Mr. Sanders often visited his son and was pleased with the progress made. But at the end of the school year it was decided that the child's physical needs could be better cared for at the home of its grandmother, in Salem, than in Boston. Salem was nearer to Boston than Haverhill and had better commuting facilities. Thus it was arranged that on the opening of the school year in 1873, Alexander Graham Bell should move to Salem and dwell with the grandmother. This he did and dwelt there nearly three years.

To return to the closing months of the year 1873, when he perfected the plans for calling a convention of teachers interested in teaching speech to the deaf. To insure the attendance of those whom desired to be present, he believed that the meeting should be held in some city not too far from Hartford or Northampton or Boston. So Worcester was the city selected and there the first of all American conventions of teachers of speech to deaf children was held in the

high school building, on January 24, 1874. The meeting was such a success that a second meeting was planned to be held in June.

Following the reading of papers, and the addresses of invited speakers, Alexander Graham Bell detailed some experiments he had conducted with a view to determining a better method of securing correct pronunciation. The published report of the proceedings¹⁰ state that "he had found that senseless exercises gave great pleasure to deaf children when the syllables were arranged rythmically. A pupil of his, only six years of age, never tired of such exercises as the following: *Of a pa, of a ba, of a ma*, etc. . . . He believed that the pleasure hearing children derive from such nursery rymes as Hickory, dickory dock, etc., arose much more from the rhythm than the sense. He would recommend teachers of very young deaf children to study such a book as 'Mother Goose,' and to set their articulation exercises to the rhythm of the most favorite rymes."¹⁰

Can you blame the teachers in the sign-language institutions in the early '70's, that is, about fifty years ago, for wondering what manner of man he was who had the audacity to advise teachers to study "Mother Goose" as an aid in promoting appreciation of rhythm? a man who believed that dancing and music were helpful in affording a sense of time? a man who found in kindergarten methods helpful aids in imparting knowledge to young deaf children? a man who advocated the adoption of methods that would enable deaf pupils who could talk to have opportunities for constant practice in speech? a man who advocated systematic efforts to reëducate the hearing of pupils whose sense of hearing was not totally lost? If all his many suggestions were carried out what would become of the beautiful language of signs?

The second convention of teachers of speech to deaf children was also held in the high school in Worcester, on June 13, 1874. "The proceedings were opened with prayer by the Rev. Thomas Gallaudet, D.D., of New York."¹¹

The discussion of practically presented topics, brought out helpful suggestions. Then Alexander Graham Bell

delivered an address on "Methods of Visualizing Speech," and gave instrumental demonstrations of a very interesting character. He told how he had been led to devise a number of voice-writing instruments in the hope of perfecting one that would visualize vibrations of speech so effectively, and in a form possessing the permanency that would permit deaf children to read the graphic presentations of the imperfections in their own utterances, and thus be led to attempt to play the game of correcting their own speech. He explained that he had also thought that such graphical presentations might be made serviceable in aiding the deaf child to become more efficient in reading the lips.

He explained how, in making one instrument that did momentarily visualize perfectly the vibrations of the air, set in motion by the utterances of the speaker, he had designed his own modification of Koenig's method in producing manometric flames. In his modified form the flow of gas was controlled by a diaphragm in the mouth-piece. Thus the vibratory action of every speech-sound that impinged on that diaphragm caused a corresponding fluctuation in the shape of the gas flame. These variations in the flame were momentarily reflected in rotating mirrors as visualized speech in the form of ribbon-like, curving waves.

But though he could perfectly mirror the component elements that produced the vibrations, yet he fully understood that such momentary shadowgraphs were of too evanescent a character to prove serviceable for the educational purpose desired, unless a means could be found for photographing the momentarily revealed voice-writing as quickly as each inscription appeared. Such an apparatus would have to be so simple in construction that it could be easily operated by the average pupil. And he realized how difficult it would be to devise such an apparatus.

Then he explained why he had also made several modified forms of Morey's modification of Scott's phonautograph; but added that none of these modifications proved satisfactory as a means of supplying the kind of "copy" he desired,

that is, copy that would aid deaf children to produce, on prepared blackened plates, a record of speech vibrations that would be a helpful record of individual efforts to show progress towards correct pronunciation, just as the deaf pupils tried to reproduce the correct strokes when reproducing the daily lesson in penmanship.

And while delivering that address in the high school in Worcester, there came to Alexander Graham Bell a thought that, later on, indirectly led up to the thoughts that preceded the formulation of that magnificent theoretical conception of the electrical transmission of speech.

Because he believed that such knowledge should form a part of his professional training, he had made a careful study of the anatomy and the physiology of the ear. Thus he was familiar with its complex mechanism. Hence, while telling the teachers how the stylus in his form of phonautograph would trace on the smoke-coated plate of glass, graphic reproductions of the speech sounds he caused to impinge upon the diaphragm, the thought came to him of the similarity between the movements of the tiny ossicles in the middle ear, that serve as transmitters from the ear drum to the internal ear, and the movements of the recording stylus, when either was actuated by speech-vibrations.

On returning to Boston he explained to his warm friend, Dr. Clarence J. Blake, the eminent aurist, who was also deeply interested in promoting the welfare of the deaf and the hard of hearing, his thought that with a phonautograph modelled exactly after the mechanism of the ear, it might be possible to obtain better graphical reproductions of the inflections and modulations of the utterances of deaf children. If so, then the more observant pupils might find such an instrument very helpful when trying to improve their own speech, just as "language records" nowadays aid the beginner to correct imperfect pronunciation, except that the eye of the deaf child supplied the service rendered by the ear of the hearing person.

In other words, the more watchful pupils could talk into the transmitter of the proposed ear-phonautograph until they perceived that the varying curves

written by the recording stylus, or pen actuated by their voice-vibrations, corresponded to the correctly curving lines of the copy attached to the smoked-glass plate.

Dr. Blake suggested the use of a human ear as likely to prove more satisfactory. He offered to obtain an ear in the anatomical room at the Harvard Medical School, and to have it suitably prepared and mounted so it could easily be used for the purpose desired. This Dr. Blake did. Also, he had the bony portions inclosing the middle ear removed, so that the speaker could watch the movements of the tiny bones in the ear while his voice-vibrations moved the tympanic membrane.

This expensively mounted phonautograph was not intended for use by the children, but by Alexander Graham Bell and Dr. Blake; and the latter in explaining the method of using it to his medical colleagues, in part said:

"The membrana tympani being set in vibration, and the carriage, drawn by its weight, moving at a right angle to the excursion of the style, a wave line corresponding to the character and pitch of the musical tones sounded into it is traced upon the smoked glass. For preservation, the plate is then floated with varnish and allowed to dry and harden."¹²

When Alexander Graham Bell went home to spend the summer vacation with his parents, he took the ear-phonautograph with him, in order that he might make further researches under ideal conditions. While experimenting with it and observing that every variation in his speech was accurately recorded on the smoked-glass plate, he observed the mechanical perfection of the movement of the ear-drums as it transmitted the changing vibrations to the tiny bones which in turn passed the vibrations, without change in character, on to the etching style that was glued to one of the bones. On July 26, 1874, the thought came to him, that "if such a thin and delicate membrane (as the ear drum) could move bones that were relatively to it very massive, why should not a larger and a stronger membrane be able to move a piece of steel in the manner I desired" (in his harmonic telegraph ap-

paratus). Then, he added, "at once the conception of a membrane speaking telephone became complete in my mind; for I saw that a similar instrument to that used as a transmitter could also be used as a receiver."

Alexander Graham Bell also perceived that the flow of the electrical current in his theoretical speaking-telephone must be controlled by the aerial vibration created by the spoken message, if that spoken message, was to be reproduced without change in vibratory characteristics, just as the tiny auditory bones transmit the aerial vibrations without change to the oval window where they are reproduced within the internal ear.

But he also knew that no electrical current of such a varying, an undulating, character was mentioned in the literature of electricity and magnetism. Thus, for his proposed speaking telephone he conceived of an electrical current varying exactly in the same degree as varied the force of the speech vibrations. And for this originally conceived current he coined the terms: "undulating current" and "electrical undulations."

Search through all authentic literature concerning the transmission of speech electrically and everywhere the record reads that Alexander Graham Bell was the first to show the world how to transmit the spoken word over long distances. But the story of the telephone has been told so often that only this brief reference is necessary here.

Sublime as was his creation of the art of telephony, yet far greater was the creator of that art. Men and women who never saw Alexander Graham Bell drew from his published addresses an inspiration to unselfishly serve others. Thus it is reasonable to believe that his spoken or written or materialized thought will influence many among coming generations to unselfishly serve humanity. Coming generations also will more clearly perceive the high motives that actuated Alexander Graham Bell in devising the telephone, the radiophone and other inventions, as well as in establishing the Volta Laboratory. Not that he might have more money for the gratification of selfish pleasures, but that he might have the funds to make his ef-

forts in behalf of deaf children far-reaching.

But to return to the summer of 1874. He was invited to address the delegates who would be in attendance at the "Convention of American Instructors of the Deaf" that was to be held in Belleville, Canada. He accepted the invitation, and was requested to deliver an address on the subject of visible speech. Following some practical demonstrations Alexander Graham Bell said:

"The experiment we have just made proves that *a person may be directed by these symbols, how to pronounce sounds that he has never heard*. Deafness need therefore be no bar to the acquirement of articulation, if your teachers will accept assistance from visible speech. I know that there is an idea prevalent, even among teachers of the deaf, that there is some defect in the vocal organs of deaf-mutes that incapacitates them from acquiring a good pronunciation. We do not sufficiently realize the fact that deaf-mutes are dumb merely because they are deaf. No one would dream of supposing that our mouths were defective because we do not talk Chinese. The simple fact of the matter is that we have never heard that language. It is the same with the deaf-mute."

The Proceedings also state: "Professor Alexander Graham Bell said that if it would be in order, he thought the members of the convention would be interested in hearing of certain experiments he had made upon the development of the sense of hearing in the semi-deaf. . . He had been surprised on visiting institutions for deaf-mutes to find that the semi-deaf had been left without artificial aids to hearing. . . even in articulation schools no use had been made of hearing trumpets until he (Mr. Bell) had suggested it. . . He had made experiments upon semi-deaf pupils for the purpose of ascertaining whether the power of hearing could be *educated* through the instrumentality of a tube. . ."¹³

The Proceedings state further: "Professor Alexander Graham Bell addressed the convention on the merits of George Dalgarno's manual alphabet as a method of communication between the

blind and the deaf and dumb, by means of touch."

On July 11, 1877, Alexander Graham Bell and Mabel Hubbard, daughter of Gardiner Greene Hubbard were married, at the home of the bride in Cambridge, Massachusetts. After a visit with his parents, bride and groom went to England, where Dr. Bell delivered a series of lectures at Oxford, as already related. He also addressed the Society of Telegraph Engineers, the Society of Arts, the British Association for the Advancement of Science, concerning his researches on the art of telephony. He delivered a lecture on Speech before the Royal Institution, and twice he had the pleasure of explaining the telephone to Her Majesty, Queen Victoria.

On November 14, 1877, he addressed a large audience in Glasgow. On the following day, the *Glasgow Herald*¹⁴ in presenting a long account of Dr. Bell's lecture stated that "the lecturer had no doubt whatever that future generations would look with surprise to the time when civilized nations could possibly allow the children that were simply deaf to grow up dumb and with undeveloped minds."

One of the first fruits of that lecture was the establishment in Greenock, Scotland, the next spring, of a private day school by the parents of four deaf children. The parents called on Dr. Bell and at his suggestion secured the use of a room in one of the public school buildings. Then he aided the parents in securing a trained American teacher. When she failed to appear on the day announced for the opening of the school, Dr. Bell voluntarily taught the pupils during the few days that elapsed before the arrival of the teacher. These deaf children were encouraged to associate as much as possible with the hearing children on the playground and after school hours; but they were taught in a room separate from that occupied by the hearing pupils. At Dr. Bell's suggestion the deaf pupils joined the classes of hearing pupils for instruction in writing, drawing, sewing, etc. Owing to the number of deaf children in Greenock, it was soon converted into a public school and many more deaf pupils added.

On April 16, 1878, he attended a meet-

ing held in the Buckingham Palace Hotel, London, to promote the interests of the Society for Training Teachers. Miss Susanna E. Hull was present, with two of her deaf-born pupils, whose "articulation was perfectly distinct" the representative of the *London Times*¹⁵ stated. During his address Dr. Bell encouraged all efforts to teach speech to the deaf and to provide proper speech conditions, so that after school days ended the deaf could "talk with their fellows by words of mouth." He referred to Miss Hull's successful demonstrations and said that "what they had beheld was surely enough to banish from their minds the too prevalent notion that those born deaf are naturally less intelligent than others. In America that notion was not so common as here. Indeed the Americans recognized the fact that those thus afflicted are capable of the very highest mental culture."

On October 8, 1878, Alexander Graham Bell delivered an address on the subject of speech before the Literary and Philosophical Society of Hull, England. The presiding official, in eulogizing Dr. Bell's services, said that his laudation of Dr. Bell as "a man of international repute was justified by the fact that Science herself claimed him, not for any nation, but for the whole world." During his address Dr. Bell stated that "we are so familiar with hearing speech that rarely do we realize how marvellous is the mechanism of speech, and the mechanism of hearing and the close interrelation of the two." Later he said that a few days before he had had an opportunity of making an experiment in Scotland. A gentleman who was deaf wanted to try the microphone, and the instrument was arranged, and he (Dr. Bell) was able to converse with him as readily as he could converse with any other person. The gentleman held the telephone attached to the microphone to his ear, and he understood everything that was said even when Dr. Bell went to the other end of the room. But when he took the telephone away he was helpless.¹⁶

On October 31, 1878, Alexander Graham Bell returned to America. On leaving London he was undecided what professional work to engage in. Per-

sonally, he desired to open "an experimental school for very young deaf children," and thus be free to devote as much of his time as conditions would permit, to promoting the intellectual welfare of deaf children. Yet he felt that there were others who should be consulted before a final decision was made. Thus he deferred action until after his arrival in the United States.

It is understood that he was offered a chair in one of the colleges in Washington, and that he received a number of very flattering offers for his services. But all offers were declined; not because he thought the salary was insufficient, but because he wanted to be free to do the things he preferred to do. And above all else he wanted to help the deaf. He had long considered the advisability of changing his residence from Boston to Washington, and when his wife's parents settled permanently in Washington, he followed, and the winter of 1878-79, found him a resident of Washington.

Shortly thereafter, Alexander Graham Bell began an elaborate scientific investigation in the hope of ascertaining the cause of congenital or "family" deafness. This line of research was based on his observation that about fifty per cent of the pupils then in institutions for the deaf, had deaf relatives, thus leading him to infer "that heredity plays a part in the production of congenial deafness."¹

He believed that when the records of an institution showed that three or more deaf pupils belonged to one family, it might help in determining the causes of congenital deafness if it was known to what extent deafness had prevailed among both the paternal and the maternal ancestors and in the collateral branches of such families.

He realized that in a study so comprehensive in character, no one investigator would be able to have his researches cover all sections of the United States. Therefore he limited the scope of his genealogical investigations largely to families residing in New England. Yet even in that limited field he was able to gather "a mass of material" that reached "enormous proportions," and much of which is now included in the confidential archives of the Volta Bureau that are not open to the general public.

The cost of gathering such an amount of scientific evidence, evidently ran into thousands of dollars. For to aid in making his investigations as thorough as possible he employed expert genealogists during a period of about four years to trace and record the details of family history of every family in New England that was reported to have three or more deaf children. And it is gratifying to record that nearly all the families concerned assisted in making the respective family history as complete as possible.

Furthermore, to aid his experts in tracing family histories, he purchased copies of the published records of deeds, as well as of published or of manuscript records of births, of marriages, and of deaths. Also, he purchased the published histories of many of the New England towns, and the published histories of many New England families. He also purchased from the estate of a former life-long resident in Edgartown, Mass., valuable genealogical manuscripts, including record of births, marriages and deaths that had occurred on the well-known island of Martha's Vineyard, the "Gay Head" section of which was noted for its proportion of deaf persons among its population.

Thus it is probable that the reference library of the Volta Bureau possesses a larger amount of genealogical material relating to the histories of New England families than can be found anywhere outside of the libraries of some of the larger New England historical and genealogical societies, while it has some manuscript material that even those societies do not possess.

While making this extensive investigation, Alexander Graham Bell observed many interesting cases of what he listed as "family peculiarities." In commenting on some of these cases he said: "You find something generally affecting the nervous system in connection with the brain." Though many consanguineous marriages were recorded among the histories of the earlier settlers, yet he placed this statement on record:

"We have no statistics that undeniably prove that a consanguineous marriage is a cause of deafness; but I do see abundant proof that a consanguineous marriage occurring in a family in which there is already deafness, increases the

deafness in the offspring; it is simply a case of selection; the family peculiarities, whatever they are, are increased."

Then, to illustrate his point of view, he cited the case of a certain family having seven deaf children, though "there was no deafness in the ancestors that was known, and no consanguineous marriage." Then he added: "One of these seven deaf-mutes married his first cousin, and had a number of children who could all hear and speak, but three of them were feeble-minded. There again is something to indicate that the thing intensified might be in the brain and not in the ears at all."

He continued this exhaustive investigation until conditions arose (the later telephone litigation) that compelled him to devote the greater part of his time to legal questions. So he deposited all his manuscripts, record books, charts, etc., in the reference library of the Volta Bureau, where they have been available to all who desired to continue along a similar line of research.

In 1888, in referring to these researches and to the "causes of congenital deafness," he said: "I think we must undoubtedly assume that in the majority of cases some ancestral cause operates, whatever it may be; and I am very much inclined to the belief that there is an arrest in the development of the nervous system. I find all around the points where deaf-mutes appear in large numbers, evidence of other disturbances of the nervous system. . . And it is probable that in regard to congenital deafness in families, there is some cause in the nervous system that is inherited—it may not be deafness—but heredity plays a part."

[NOTE: Footnotes to this article will appear with the next instalment.]

(To be continued.)

A TRIBUTE BOTH BEAUTIFUL AND PRACTICAL

The work done by Alexander Graham Bell for those who must live in a world of silence is nowhere more deeply appreciated than among the adult deafened. Loss of hearing after the education is complete tends to bring a keenness of realization of the deprivation that the congenitally deaf often lack, and correspondingly an unsurpassed depth of gratitude to one who has brought an alleviation.

The Knickerbacker Studio Club of Speech-Reading, New York, feels that the best possible tribute to the memory of Dr. Bell is a rallying to the support of the Bureau which he founded, and has sent the following list of life members:

Mrs. James C. Bell
Mrs. T. Quincy Browne
Mrs. John Peyton Clark
Miss Beatrice M. Chanler
Mrs. J. Fenimore Cooper
Mrs. George Devoll
Mrs. Cleveland Dodge
Mrs. Pierre S. du Pont
Miss Katharine Fowler
Mrs. James R. Garfield
Mrs. William P. Hamilton
Miss Kitty Hill
Mrs. Burton Holmes
Miss Mary Ingersoll
Miss Frances Irvin
Mrs. W. Bradford Jupp

Knickerbacker Studio Club of Speech- Reading

Miss Mildred Kennedy
Mrs. Charles MacConnell
Mrs. George L. McAlpin
Miss Jean Mills
Mrs. Pierpont Morgan
Mrs. William Perry Northrup
Mrs. Joseph C. Platt
Miss Marjory Platt
Mrs. Hiland Porter
Mrs. N. Todd Porter, Jr.
Mrs. Joseph E. Raycroft
Miss Emily B. Shultz
Miss Jane B. Walker

Several of those on the above list were life members of the Association before August 2, but more than half the names have been sent in since that time in appreciation of Dr. Bell's influence in placing speech-reading within the reach of all who need it.

J. B. T.

THE shock of Dr. Bell's death has gone round the whole world but even more deeply does it touch the silent world, for, unsought, he found us, and he has left us with new courage and uplift.

"Ahoy! Ahoy!" were the first words on the telephone. Let them call us now, each one of us, with renewed vigor to keep up the high standard of his work and support that beautiful monument which he has left us in the Volta Bureau, the center of all the work among the deafened.

CAROLINE C. K. PORTER,
(Mrs. N. Todd Porter, Jr.)

*Founder, The Knickerbacker Studio
Club of Speech-Reading, New York City.
Member of the Advisory Council.*

DR. BELL'S CONNECTION WITH CLARKE SCHOOL

BY CAROLINE A. YALE

DR. BELL'S connection with Clarke School covers a period of more than fifty years—the full period of his life in this country. Just before he left his childhood's home in Scotland he had experimented with his father's system of Visible Speech in Miss Hull's school for deaf children in Kensington, London. This experiment being alluded to by his father in a lecture in Boston attracted the attention of Miss Fuller, the principal of the Horace Mann School in that city. She at once arranged for Mr. Bell's coming to that school, and very soon thereafter he spent some time at Hartford and at the Clarke School.

Those of us who knew him in those early days at Clarke School recall a young man of abounding enthusiasm and energy. Wherever he was, invariably he became the center of a group of eager listeners—it might be a group of children impatient to join in the game he proposed or listen to the story he had to tell, or it might be a group of teachers to whom he was rehearsing some interesting experiment. In the schoolroom every child was eager to do his best, if only he was doing work suggested to him or his teacher by Mr. Bell. The confidence both of children and teachers in him was absolute. Where he led they followed with glad enthusiasm. The three months of his stay at the Clarke School were occupied with hours of instruction in phonetics for the teachers and experiments in speech work with individual pupils and groups of pupils. He devoted large portions of time to rhythm work and much to fluency and accent. While, in the main, he held to practical work, he liked well to try occasional experiments. He devoted days to teaching a child, totally deaf from birth, to sing a tune with precision and accuracy and even expression. The accomplishment of the feat greatly delighted him. But, with his rare good judgment, he knew this was not a wise expenditure of time and effort for the rank and file of his pupils. He was eager to try experiments, eager to investigate. He seemed always to think of himself as standing

on the verge of some new field of knowledge which must be explored. To him it seemed to be a matter of small importance who entered in, if only the truth was discovered.

Shortly after his months of teaching here, he became absorbed in other lines of investigation; and there followed years so full of study and experiments in connection with the invention of the telephone that we saw him less frequently at the school. But invariably when he came there was the same enthusiastic interest in plans of work, and in individual pupils. He made suggestions and offered criticisms—always most kind—and spoke words of commendation whenever possible. As new plans of work developed at the school he considered them with care, and almost invariably with hearty approval. His enthusiasm over the results of plans to encourage the formation of the reading habit knew no bounds. So many times have we all heard him say that if a deaf child could only be induced to form the habit of reading there need be no further anxiety about his mastery of English.

It was Dr. Bell who suggested that the trustees of Clarke School be requested to open its Normal Class to teachers preparing for work in other schools, and advised the officials of the American Association to Promote the Teaching of Speech to the Deaf to ask for this and to offer to assist in the financial support of the Normal Department. He often expressed the opinion that this part of our work was of paramount importance.

With the dedication of Hubbard Hall and the opening of the beautiful Gertrude M. Hubbard Memorial Chapel—the gift of Mrs. Bell in memory of her mother—there followed a period of more frequent visits from both Dr. and Mrs. Bell. They came for the celebration of the Fiftieth Anniversary of the founding of the school and Dr. Bell took a principal part in the public exercises on that occasion.

Since his acceptance of the presidency of our Board of Corporators in 1917, he

has been much more frequently at the school, stopping over for a day on his way from Washington to his Cape Breton home or on his return. Twice during this time he arrived unexpectedly during Sunday afternoon service. Promptly he yielded to the request for a talk, telling the boys and girls about his latest line of investigation and patiently answering all their questions. At such times we all forgot that we were in the presence of the great scientist—he was our friend.

Two years ago he was so much interested in the fact that his father's system of phonetics was being taught to a group of students at Smith College that he consented to give two lectures on Visible Speech to the students in the Department of Spoken English. These lectures were received with interest and enthusiasm.

His last visit here was in December last. Mrs. Bell was with him. He was so interested in the consideration of the affairs of the school that both he and Mrs. Bell stayed over a second day. He expressed deep concern over the prospective change in the principalship and urged strongly that the place be filled by some

one familiar with the methods and traditions of the school. He was interested also in the effort to increase the Endowment Fund of the school, the development of the work of the Normal Department, and the establishment of a Research Department. In this last he took especial interest and wrote a number of scientific men in regard to the matter.

It is fifty-two years last April since Dr. Bell first came to Clarke School. From that day on his interest in our school and its work has never flagged. He has always been the wise adviser, the kind critic, and at the same time the genial comrade of teachers and pupils alike. His mind never ceased in its marvelous activity, nor did his broad sympathy ever narrow in its outreach. Clarke School has been from the first most fortunate in wise counsellors. Among them Dr. Bell has always held a preëminent place. In his going the school mourns an irreparable loss, but recognizes with deep thankfulness the possession of a rich store of wise counsel and personal inspiration which remain a lasting heritage.

ALEXANDER GRAHAM BELL is dead, and so another of Earth's immortals has crossed the Great Divide.

The tongue that gave speech to the speechless and voice to inanimate wire is silent, but though dead, he speaks to us still in a language imperishable, for faith, hope, and charity, saith the great Apostle, abide, and these virtues he possessed to the fullest.

Alexander Graham Bell needs no epitaph on bronze or stone to perpetuate his memory, for his name is written deep in letters of gold upon the scroll of fame, and time can ne'er efface it.

Dr. Bell was a man of vision, and in the words of the poet, "dipt into the future far as human eye could see," and yet he was not visionary.

He was an explorer not only in the realm of physics but also in the physical, and in the latter he found his greatest joy, for he was far more interested in giving speech to the little deaf child than in his great invention that carried the voice of the hearing man across continents.

Scientific societies, great universities, and nations showered honors upon him for he had reached the mountain top of human achievement, and yet, withal, he was the meekest of the meek and shrank from the plaudits of his fellow men.

Beginning life as a delicate child, he battled against that dread disease that took toll of his younger brothers, won his fight, and became strong and vigorous in mind and body.

His was a will indomitable that knew not defeat, and when the storms of controversy beat upon him, he remained as serene and unruffled as the mighty deep after the gale has ceased to blow.

To such a man there could be no failure in carrying out the program of life.

In the passing of Alexander Graham Bell, our country has lost one of its noblest, most loyal and lovable citizens, and the world one of its greatest benefactors.

AUGUSTUS ROGERS,

*Superintendent, Kentucky School
for the Deaf.*

MY acquaintance with Dr. Alexander Graham Bell dates from the summer of 1876 when he came to Philadelphia in connection with the exhibit he, for the first time, made of the telephone, then beginning to attract the attention of the general public, and which has since done so much to promote social and commercial intercourse the world over. I recall the impression made by the tall, slender young man, with black hair and black eyes, as he entered my classroom, accompanied by Mr. Frank Wells, then editor of the *Evening Bulletin*, one of the leading dailies of the city, and little dreamed that I was entertaining the great inventor and scientist the young man afterward became.

To know Dr. Bell was to respect and love him. By his genius, his great force of character combined with the utmost kindness and gentleness of spirit, he attracted and held the homage of hosts of friends, and of the leading men of the age.

But it is only of Dr. Bell's great interest in the education and general welfare of the deaf that I would write. Married in young manhood to a most estimable and brilliant deaf lady, the daughter of Gardiner G. Hubbard, Esq., of Boston, Dr. Bell early lent his remarkable talents to devising methods and means of promoting in all ways the happiness and well being of the deaf as a class. To this end he devoted with lib-

eral hand much of his valuable time and great wealth. He founded and richly endowed the American Association to Promote the Teaching of Speech to the Deaf, organized and built the Volta Bureau of Washington, D. C., with the view to collect and disseminate useful knowledge regarding their instruction, founded and for many years managed and edited the *VOLTA REVIEW*, the leading organ of speech-teaching in our American schools, *believed in speech* and taught speech to deaf children, and gave encouragement to any and all efforts looking toward their progress and improvement in life.

In Dr. Bell's death the deaf as a class have lost a genial and sympathetic benefactor; teachers of the deaf, a wise counsellor and generous friend; and the scientific and business world, an indefatigable worker.

To me the information that Dr. Bell had passed away was an unbelievable reality. Could it be possible that the great rugged frame, the brilliant mind, the unflagging searcher for truth was no more? He is not, but I have the faith to believe his spirit will live to animate loving hearts, helping hands, and leaders of thought for all time. He rests well amid the cliffs of his loved Scotia.

A. L. E. CROUTER,

Superintendent, School for the Deaf, Mt. Airy, Pa.

'Tis human fortune's happiest height to be
A spirit melodious, lucid, poised, and whole;
Second in order of felicity
To walk with such a soul.

THESE words express more perfectly than could any of my own the feeling in my heart as I recall long years of acquaintance with Doctor Bell. It was a high privilege to know so true and great a soul, and to enjoy as Mr. Lyon and I did the intimacy of the home life at Beinn Bhreagh, where, in Doctor Bell, as husband, father, and host, we saw and felt the "gentleness" that makes men "great."

Doctor Bell's intensely vital interest and superb enthusiasm in promoting the newest and best methods for the educa-

tion of the deaf was an inspiration to us all, and aroused Mr. Lyon to active and enthusiastic coöperation. The affectionate relations between these two men reminded one of the love of David and Jonathan and of them it may be truly said—"In death they are not divided."

In the passing of Dr. Bell our great loss is irreparable. May we have the faith and the courage to say with the blind Milton,

I argue not against Heaven's hand or will,
nor bate a jot of heart or hope; but still bear
up and steer right onward.

(Mrs. Edmund) CAROLYN H. LYON,
Member of the Advisory Council.

IN the death of Alexander Graham Bell, the world has lost one of its greatest scientists, our country one of its noblest citizens and society a true gentleman.

It is not, however, thoughts of success achieved by years of toil and struggle, nor of the laurel wreaths that crowned so fittingly the golden autumn of his life, that stand out most strikingly before me; it is rather a sense of personal loss in the passing of a great Leader, whose life-work, as he himself said centered around the teaching of speech to the deaf.

Memories of the earlier years back in the seventies, recall the earnest endeavor and spirit of self-sacrifice with which Dr. Bell carried on his noble work and personally I have always considered it a rare privilege to have had a place among the teachers whom he instructed and inspired.

To the earnest and devoted teachers of the deaf who are in the springtime of their profession, the life of Dr. Bell will ever be an inspiration and encouragement. To those, and they are few indeed, who with him have borne the burdens and heat of the day, there is hope and joy and peace in the contemplation of the reward which our Faith holds out as the crown of a well-spent life.

SISTER MARY ANNE BURKE,
Principal, Le Couteulx Saint Mary's.

IT would be hard to find in human history a man whose heart so yearned to help humanity as did that of Dr. Alexander Graham Bell, and there have been few whose efforts have been followed by so large a measure of success. To those who can hear his telephone has added more power and more happiness than the microscope and telescope combined have added to those who can see, and to those who cannot hear his part in the VOLTA REVIEW and in Clarke School for the Deaf has greatly helped to bring the inestimable blessings of speech. He was really a great hearted and noble minded man.

J. C. HARRIS,
*Principal, Georgia School
for the Deaf.*

HAVING been one of the greatest men of his day Alexander Graham Bell was yet one of the humblest. His faith in the potentialities of every one he met, his love, his kindness, his gentleness to all who entered his presence, are the happy memories of those who were privileged to call him friend.

In spite of his many achievements the education of the little deaf child remained always close to his heart. He spoke often with deep feeling of the days when he had his own little school in Washington.

Those of us who have the happy memory of his genial countenance in the classroom with a little child happily ensconced on each knee, find the picture complete.

To some of us he was a beloved foster father. He has left us, and some things can never be quite the same, but the influence of such a life will remain to the end.

ANNA C. REINHARDT,
*Principal, Home School for
Little Deaf Children.*

PROBABLY Dr. Bell will be remembered historically first of all for his invention of the telephone and next as an authority on phonetics and the education of the deaf, and following these he will be remembered for his other inventions.

The profession will keenly feel the loss of Dr. Bell's strong leadership, and there is no one man to fill his place.

It is seldom that a man lives to see the result of his work carried into every home, factory, and business as Dr. Bell has lived to see the telephone become one of the fundamentals of our present social organization. At the same time, he has lived to see his efforts for the improvement of the instruction of speech and speech-reading among the deaf crowned with success. Every combined school in the United States now employs speech and speech-reading, and is continuing to make further use of it as fast as efficient teachers can be trained to handle the work.

ALVIN E. POPE,
*Superintendent, New Jersey
School for the Deaf.*

WHEN word came to me that Alexander Graham Bell was dead, my first feeling (I could not help it) was my personal loss; the next was the loss that the deaf of every country had sustained. For forty years I was permitted to know him and his work and to enjoy his friendship.

The world will testify to his genius and to the greatness of his intellect but it remains for those of us devoting our lives to the education and betterment of the deaf to bear witness to the great sympathy he had for the deaf, and his great interest in them and their problems, a sympathy and an interest that were a part of his life.

So far as the education of the deaf is concerned there have been too few men like Alexander Graham Bell to interest themselves in this line of special education. While not always understood in his fervency and his zeal for the advancement of the education of the deaf, by those on the outside, still those of us who were permitted to know him personally can testify that he was a force for and a friend to the deaf surpassed by no one.

N. F. Walker,
*Superintendent, South Carolina
School for the Deaf.*

DR. ALEXANDER GRAHAM BELL'S inventions need no enumeration, but it is largely due to his genius and aid that the education of the deaf in America is so far above that of any other country in the world.

Two of the remarkable characteristics of Dr. Bell were his amiable disposition and his great activity. Although Dr. Bell was known world wide and was one of the foremost inventors, yet he was unassuming in all of his undertakings; so much so, that few outside the profession, realize what a wonderful benefactor he has been to the deaf.

That Helen Keller has been able to obtain her education is largely due to the assistance of Dr. Bell. This is one of the numerous specific instances in which he has proved a friend and helper of the deaf.

GEO. B. LLOYD,
*Superintendent, Washington School
for the Deaf.*

A SNAPSHOT OF DR. BELL, TAKEN BY A
LITTLE DEAF GIRL

MY acquaintance with Dr. Bell began when I was a member of the Normal Training Class in Clarke School. We heard with some apprehension that the great man was coming. But when we saw the beautiful soul shining through his face we felt at ease. The little deaf children too were at their best in his presence.

We need not speak of the wonders he accomplished in the world of science and invention. That's an open book for all the world to read and marvel. But the proof of the truly great soul of the man was the confidence and peace his presence gave. The great love in the heart of the man for all humanity felt like a benediction on all who knew him.

LAURA LILLIAN ARBAUGH,
*Principal, Miss Arbaugh's School
for Deaf Children.*

IN the passing away of Dr. Alexander Graham Bell, the profession has lost its most distinguished advocate of oral teaching and the deaf their greatest benefactor. Dr. Bell has been an inspiration to the young teacher and has exerted more influence upon the profession than any other one person. We ask ourselves "Who will take his place?"

E. McK. GOODWIN,
*Superintendent, North Carolina
School for the Deaf.*

The Silent Worker wishes to pay tribute to the honor of Dr. Alexander Graham Bell who was, next to his reputation as the inventor of the telephone, known for his work with the deaf, following in the footsteps of his father and grandfather, who had enviable reputations as authorities on phonetics. In his relations with the deaf, he was very broad-minded.

Although Dr. Bell did a great service in advancing oral work he was never at any time a rabid pure oralist. He could, where occasion demanded, make very good use of the manual alphabet. His leadership will be greatly missed.

GEORGE S. PORTER,
Editor, The Silent Worker.

WILL you allow me to add to the tributes to Dr. A. G. Bell an expression of my appreciation of his noble character. No one could be in his presence any length of time without realizing the greatness of his personality and feeling his interest in every one who met him.

Several times I consulted him in regard to a deaf child. His response was always hearty and sympathetic and his advice given freely. The deaf child and the teacher of the deaf have lost their best friend, for whom we deeply mourn.

His good work will yet yield a richer and more abundant harvest.

My deep sympathy goes out to his wife who was his inspiration, counsellor and companion.

JENNIE HEDRICK,
*Director, Washington School for the
Correction of Speech.*

THE notices in the daily press have brought to our attention the death of the great scientist and inventor Dr. Alexander Graham Bell. They tell us too of his great interest in and labors for the deaf, but to this, may we add our little word of tribute? A quarter of a century ago, the founder of this school, the Right Reverend Monsignor Thomas Magennis, seeking light, and instruction in his newly assigned labors in the establishment of a school for the deaf, turned to Doctor Bell, and the kindness and helpful courtesy with which he was received both then and on many subsequent occasions up to the time of his death are among the treasured traditions of the school. Dr. Bell has been taken from us, but his spirit and work can never die as will be attested by the many whose lives have been blessed by his living.

M. J. SPLAINE,
*Superintendent, Boston School for the
Deaf.*

WHILE the world of science will forever claim Dr. Alexander Graham Bell, inventor of the telephone, as its own, the deaf, particularly the orally taught deaf and their friends will vote him as one of their greatest benefactors; not because of his services as a teacher of the deaf, in which capacity he served for a number of years during which time research work in connection with the mechanism of the human ear brought about the invention of the telephone; but because of the tremendous impetus his influence gave toward oral instruction. Nothing brings more comfort to the distressed minds of the fond parents of deaf children than the experience of hearing these children express themselves in spoken language; and the deaf themselves value it as a priceless treasure to be able to communicate with their fellowmen. Regardless of the prevailing discussion as to methods, it cannot be refused that the late Dr. Bell was more influential in bringing about the universality of oral instruction than was any other individual.

IGNATIUS BJORLEE,
*Superintendent, Maryland School for
the Deaf.*

Nature seems to exist for the excellent. The world is upheld by the veracity of good men: they make the earth wholesome. They who lived with them found life glad and nutritious.

I count him a great man who inhabits a higher sphere of thought into which other men rise with labor and difficulty; he has but to open his eyes to see things in a true light, and in large relations; whilst they must make painful corrections and keep a vigilant eye on many sources of error.

He is great who is what he is from nature, and who never reminds us of others.

IT was my privilege to meet Dr. Bell only once, upon the occasion of a meeting of the Board of Directors of the Volta Bureau, and after lunch in the library of his home; but this single contact left an ineradicable impression of the man. If I had never heard of him before, I should have marked him down in memory as a great man. I think no one has ever made so profound an impression.

His personal appearance was very striking; his size and bulk, his very pronounced and generous features—nose, mouth, eyes—contributed to this effect; the head was massive. But I have never seen so large a man who was so alert; every sense seemed wide awake, and the active body was responsive to the alert

and active mind which dominated. It was with effort that one associated the idea of age with one so eagerly alive in every fiber.

One rather expects eccentricity in genius but if eccentricity were there, it was not discoverable. The alert eagerness and interest, and the spontaneity and unaffected freshness of point of view of an unspoiled youth were the most surprising qualities in one so accomplished, a man known like Edison for his capacity for prolonged intensive labor upon problems that arose in the course of his work.

The other characteristic which lingers in memory was the marked devotion to Mrs. Bell who sat opposite him at lunch and to whom he repeated voicelessly most of the conversation.

The news of his death came as a shock despite his age; his energy and vitality seemed abundant for the demands of many years. He bore the stamp of greatness surely, but unconsciously, and the recollection of this contact with one of Nature's Noblemen will always be treasured.

H. M. McMANAWAY,
*Superintendent, Virginia School
for the Deaf.*

AGAIN there has passed from our midst one who cannot be replaced. Again one of the geniuses of the world has gone to the "great beyond." We mourn his loss, more than we can say. But what he has done for all humanity, what he has done for an unfortunate class of society in which we are all interested, will live on.

Groping in the dark for something which could make one person hear and thus restore an individual happiness, he was able to make the whole world hear. Such genius was bound to make itself known and, today, after years of honor, showered upon him by the whole world, he survives in the memory of mankind as the inventor of the telephone.

But, to us, he means more than that. We have had a chance to know him intimately, to know his human side, to ap-

preciate that, with all the honors heaped upon him, he could humble himself enough to mingle with us to help those who were handicapped by deafness. As years rolled by, he could reap the benefits of his invention and sit calmly still; but when it came to his aid of the deaf, particularly the deaf child, he was never content that he had finished his work. New problems were arising all the time, problems which could be solved in a few years.

The spirit of Alexander Graham Bell may be carved in marble by the hand of man. But to us, who are interested in the problem of the deaf, that spirit will live in our hearts, never to die.

HAROLD HAYS,
*President, American Federation of
Organizations for the Hard of Hearing.
Member, Board of Directors.*

EVERY one who has been connected with the education of the deaf for any appreciable length of time, must sooner or later, realize the difficulty, we might almost say, the hopelessness, of arousing public interest in our work, to the extent of enlisting the sympathy and practical help of those who by reason of their various spheres of influence, might further the interests of this most important branch of education. Never before was there a time when the Gospel of Service was preached as vigorously as it is today, and yet, as we look back upon the losses that our profession has sustained during the last three or four years, we are constrained to ask, somewhat pessimistically it may be—"Who can take their places?"

One by one, of recent years, many of our best men, veterans in the work, either as administrators, or actively engaged in the work of teaching, have passed away, leaving gaps in the ranks which cannot be filled. In addition to these losses, we have sustained others, those who gave generously of their substance, their time and their talents to help forward our work. It is little more than two years ago that we were called upon to mourn the loss of that good friend and benefactor of the deaf, Edmund Lyon, and now we gather to pay our respects and to express our sorrow at the passing of that great scientist and beneficent advocate of the deaf child, Dr. Alexander Graham Bell, whose unique and charming personality was an inspiration to every teacher of the deaf who had the good fortune to come in contact with him.

Like all truly great men, Dr. Bell was above all things extremely modest and unassuming. In December, 1920, while on a visit to England, he was the guest of honor at a complimentary luncheon at Derby, at which members of the Executive Committee of the National College of Teachers of the Deaf were present. In the speeches that followed, many complimentary remarks were made concerning Dr. Bell's scientific achievements, and when the illustrious inventor rose to reply, he said that he had to confess that in looking back over his life, it seemed to be a dream to think of his connection with the telephone. It was many years

DR. BELL IN 1915

since he had had anything to do with telephones or telephone companies, but people had told him so many times that he had invented it, that he was really beginning to believe he was its inventor!

On the occasion of the convention of teachers of the deaf held at Providence, R. I., a few years ago, at the close of one of the morning sessions, a number of us were waiting for a street car to come along, and Dr. Bell joined the group. Those who were present on that occasion, will recall, as does the writer, the delightful simplicity with which the scientist told the story, on the way down town, of his experiments, one hot summer, in lowering the temperature of one of the rooms in his residence in Washington, D. C., so that he was enabled to work comfortably, while the rest of the inhabitants outside were sweltering in the excessive heat.

Taking into consideration Dr. Bell's vigorous life, his rugged frame, his cheerful and optimistic disposition and his keen interest in scientific pursuits, one felt inclined to believe that he would round out a century, but it was not to be. His was a beautiful life, and it is in fit keeping with the nobility of his memory that he was laid to rest on the summit of Mount Beinn Bhreagh, amid the beautiful surroundings of his island home that he loved so well.

JAMES ARTHUR WEAVER,
*Superintendent, School for
the Deaf, Vermont.*

HISTORIC figure that Alexander Graham Bell will ever be, with fame that adds glory to the glories of America, he is yet our prophet and our leader. As Founder of the Volta Bureau, which is dedicated to the service of the deafened as to that of the deaf, no forward impulse of the deafened towards more abundant life and usefulness ever came into being without his sympathy. Not only did he give influence, funds and personal labor towards his real objective of securing the art of speech for all little deaf children, but he cared as well that hard of hearing people of all ages should learn to read the lips. From that clear vision of the scientist what growth has come! All we who may claim to be of the Volta family know of the thousands of lives benefited and blessed through that one thought of his.

When the New York League for the Hard of Hearing began its life in 1910, under Edward B. Nitchie's leadership, our first thought was to gain Dr. Bell's approval. It was generously given, and

he graciously allowed us to name him at the head of those who enlisted their interest with our infant movement. Today nearly thirty American and Canadian organizations pay their loving tributes to Dr. Bell's memory as the man who made this great social movement possible.

And who shall refuse to pay him one tribute more? Who can deny that his epoch-making telephone does not number among its innumerable results the little portable telephones which amplify sound for dulled hearing and enable so many of us to keep our places in active life? So that even his most comprehensive public service has its application and its uses for that relatively small section of humanity which held captive so comparatively large a section of that great heart of his.

With praise and thanksgiving for this life which loved and served, the New York League for the Hard of Hearing lays its garlands of laurel and cypress before his immortal memory.

THE NEW YORK LEAGUE FOR THE
HARD OF HEARING

I REMEMBER meeting Dr. Bell at a Conference of the Principals and Superintendents which met at the Colorado School for the Deaf and Blind in the summer of 1892. I was present at a good many of the sessions of that Conference and remember very well the impression I received from the addresses of prominent members, notably one from Dr. Bell. Since that time Dr. Bell has frequently been in the public prints, for he has always seemed to be a busy man ever ready with an offering for the benefit of humanity. He was undoubtedly one of the foremost men of the age, and by that expression I do not mean to confine his fame to this country, for it was world wide. While not knowing him myself any more than a bare acquaintance, I have heard very many delightful things from him through mutual friends, and it was a matter of great regret to me when the news of his death came.

F. H. MANNING,
Principal, Alabama School for the Deaf.

IT is impossible to express what the deafened owe Dr. Bell for the most valuable service which he lovingly rendered in their behalf.

That a man of his marvelous abilities and standing in the world should have been willing to devote many of the best years of his life to this cause not only shows the estimate he placed upon it but has given the cause recognition which it could not possibly have had without this convincing demonstration of his interest.

In choosing this labor of love for humanity when he had at his command the best opportunities the world has to offer, he has revealed one of the most beautiful phases of his character.

The deafened of the world have lost a valuable friend in the passing of Dr. Bell.

THE MISSES KINZIE,
*Principals, The Kinzie School
of Speech-Reading.*

HOW rapidly the pioneers among the great and untiring workers for the educational and moral uplift of the deaf are passing. Our last loss has been one of the greatest and deepest of losses. Not only have we in our small and limited world lost a benefactor and friend, but the entire world at large is mourning this irreparable loss of a leader in many fields of achievement.

Unfortunately for me, I was not in the deaf work during the period of Dr. Bell's most active and influential interest. His love for the deaf, his honest efforts to aid and promote the methods of education, his personal contact and association with the work and the profession were known and felt by all.

Since my entrance to the profession a few years ago, Dr. Bell had not been actively connected with the work or the profession. During my early training and preparation, the name of Bell and his theories on teaching speech to the deaf were paramount. He was an outstanding figure among the leading men of the profession. He was looked upon and considered as one of the leading authorities. His work was thorough; his theories convincing; and above all his purposes and ideals inspiring. His name and the most advanced method of educating the deaf are synonymous.

During the embryonic stage and more especially during the period of profound experience and well-earned knowledge of the deaf as a whole, and after years of teaching, we have all reached the same conclusion, namely, that Dr. Alexander Graham Bell, a teacher of the deaf himself, was well founded in his ideas and opinions; that he wished to afford every deaf child, who was capable of doing so, the ability to speak and read-lips, by which means he would be thus better able to stand on an equal footing with his hearing brothers and in this way fill his particular niche in the community.

No one individual has done more to influence, aid, and better the present methods of the education of the deaf than Dr. Bell. It is agreed by all that his influence and the imprint of his personal character, ideas, and hopes shall continue long after him. It is with the

greatest sense of feeling that we express our sorrow at a time like this.

ELWOOD A. STEVENSON,
*Superintendent, Kansas School
for the Deaf.*

WHEN I saw the announcement of the death of Dr. Bell I felt that I had lost a personal friend, for he was my friend, as he was the friend of everyone who is working for the deaf and hard of hearing. He seemed to belong to us in a peculiar sense.

It is as the friend of the young, struggling teacher of lip-reading that I have thought of Dr. Bell most often, for so many times Mr. Nitchie spoke to me of Dr. Bell's great kindness to him in 1902, when he was preparing his first book on lip-reading. Mr. Nitchie was young, and, as yet, untried, but Dr. Bell believed in him, and not only gave him advice and suggestions for the book, but he and Mrs. Bell entertained him in their home. It was one of his pleasantest memories, and one that he liked to recall. Always, when speaking of it, he would comment on the fact that it was the faith which his friends had in him that made it possible for him to do his work.

It was no small thing for a man of Dr. Bell's standing to lend a helping hand to a young man just starting, and no doubt the success which Mr. Nitchie was able to achieve was due in no small degree to the help and encouragement which he received at the time when he needed it most. And what Dr. Bell did for Mr. Nitchie, he no doubt did for many another young teacher. He was always ready to offer encouragement and to help in any way that he could, for he had a big heart and ready sympathy.

Dr. Bell will be remembered by the general public as the inventor of the telephone, but all who have had any part in the work for the deaf and hard of hearing will remember him for himself, and for the work that he did to relieve the burden of deafness.

MRS. EDWARD B. NITCHIE,
*Principal, The Nitchie School of Lip-
Reading, Inc.*

AT this time may I be permitted to express my sense of personal loss in the death of Dr. Bell?

After Miss Ann George came to Washington, the Montessori Association was formed with Mrs. Bell as chairman. Meetings were held often for several winters at the hospitable home of Dr. and Mrs. Bell on Connecticut Ave.

One fall, I think it was in 1915, Miss George said that Dr. Bell was going to give talks, every Wednesday afternoon from 4 to 5, at the Volta Bureau, in line writing, a subject in which his father had taken great interest.

There were about twelve persons in the class, mostly teachers from the Montessori School. I am sure everyone looks back with the same pleasure I have, to those informal meetings when we gathered around the long table in the front room of the Volta Bureau near our instructor in line writing. What fun it was when after deciphering a few words we found we were trying to read a familiar poem like Grey's "Elegy!"

Of course the great attraction was Dr. Bell. Every now and then he would stop for an anecdote. One day he told about the time when he and his brother who lived in the lower floor of an apartment house in Edinboro, made a skull of hard rubber and put it in the upper floors of the apartment house, with a string reaching down to the first floor. He and his brother would pull the string, cries of *mama, mama* would sound through the halls and doors would open, but close again when no one was seen.

Another time Dr. Bell spent his energies on the vocal mechanism of a dog; by pressing on certain parts of the dog's throat and encouraging the dog to make a sound, Dr. Bell succeeded in getting the dog to say something which sounded like, "How are you, grandma." The fame of the "talking dog" spread and people came from a distance of fifty miles to see him!

Dr. Bell was fond of gathering geological specimens which he arranged in a case. His father was glad his son took an interest in such a subject so sent for a professor of geology to show Graham how to arrange the specimens in a scientific way. To have someone take his

things and re-arrange them spoilt everything and the boy never took any further interest in his collection. This was the same day, I think, that Dr. Bell told us, when we were discussing methods of teaching, "Let the child do the example. Better the wrong answer which is the child's than the correct answer which the teacher has to aid in getting!"

I remember the first lesson we had after Dr. Bell got back from that memorable trip to Boston and New York. He said to me, "That was the proudest moment of my life, when I telephoned across the continent."

A great man has left us, a genius. But we thank God we have had him.

MARY E. HEDRICK,
Washington, D. C.

IT is a pleasure to me to send a few words of appreciation of Dr. Bell, who has been a friend to me in many ways. I first met him at Lake George at the first meeting of the American Association to Promote the Teaching of Speech to the Deaf, and there had the privilege of hearing him lecture, and of being a member of his classes in Visible Speech. His lectures were an inspiration to every teacher, and in his lessons, the possibilities of the human voice were fully demonstrated. His ability to reproduce sounds was a revelation to all. His fondness for children was a marked characteristic of the man. It was a pleasure to see them run to him whenever he came in sight.

When he appeared before the Legislative Committee at Hartford in behalf of the Mystic Oral School, his tact and ability to treat the subject with detail and accuracy, was a wonder to me. He had with him a small trunk full of books and pamphlets to which he referred to prove the truth of his statements. His speech made a great impression, and the future of the school was assured.

In the death of Dr. Bell, not only have I lost a friend, but everyone interested in the education of the Deaf; and to every deaf boy and girl in America, his help and influence will be an everlasting heritage.

ELLA SCOTT WARNER,
Principal, Beverly School, Mass.

ALEXANDER GRAHAM BELL stands out not only as one of the greatest scientists America has developed, but also, through his early espousing the promotion of the teaching of speech to the deaf, and through the great influence he has imparted to the educational advancement of the deaf, as one of the foremost of human benefactors. His establishment of the Volta Bureau—his tribute to the deaf—further marks him as a philanthropist in human endeavor.

Dr. Bell through his inheritance, early association, and education was ripe at his maturity to bring forth those scintillations, from his intellectual genius, which astonished the world, and has placed mankind for the present and for time to come under everlasting obligations to him. His study of the transmission of the human voice; telegraphy; aeronautics; and geography demonstrates his versatility as a scientific investigator. Into all these lines of investigation he threw his life energies, keen wealth of experience, and if I may use such a term, his acoustic inheritance. Success of his research and investigation was crowned with the result of his inventive skill, which will always redound to his glory and to the benefit of his fellow men. We leave for others the recounting of his fame in the realm of science. It is for us to pay tribute to him as he is known intimately to those who have worked for and with him in that field of endeavor in which he had the keenest interest, and which throughout his whole life was, I believe, the one field of research which was nearest his heart.

The study of sound, its origin, its transmission and wave course; and its reception by the human organism was his life work, and through his early education and lifelong study he gained a masterful knowledge of the subject which caused his practical efforts to radiate in the manifold directions in which sound waves issue.

His studies led him to investigate the subject of sound wave reception by the human organism and its failure of appreciative reception in certain malformations and diseases of the auditory apparatus. Of all methods to bridge over the gap from which the deaf suffer in their hearing, other than medical, the one

which engaged his attention and alone appealed to him, was the creation of a new pathway through the sense of sight and touch to the reception center—speech-reading. In this field of endeavor, the oral method, he was a continuous champion, an everlasting exponent, one who bore aloft the torch of continuous enlightenment. His advocacy of all sane methods for the betterment of the deaf, his establishment of the Volta Bureau, and his creation and intense interest in the development of the American Association to Promote the Teaching of Speech to the Deaf, indicate his human interest in our work. Among his many labors of love in behalf of the deaf was one that few knew of; and that was in collaboration with several others in overseeing and editing the last three decennial Census of the U. S. As I was associated with him in two of these census revisions and editings I can testify to the laborious efforts they entailed and his painstaking devotion to the work. The wonderful results that issued from his early espousing speech-reading standing forth as a pillar of strength and encouragement, to those who sought its advancement, can never be measured.

Through his council, advice, and personal effort a new field has been opened up to the deaf child. Early in the field, everlastingly at it, however much his other duties restrained, because his heart was in the work, accounts for the busy man of Science accomplishing so much in aid of the deaf.

One of the interesting features of his life was his Wednesday evenings at home, during the winter season. These "at homes" were semi-social scientific assemblies open to most of the men of science, in its full sense, living in Washington. After once being invited the door was always open, whenever it suited you to enter. There was no obligation of continuous attendance. Visiting scientists usually found it convenient to attend when in Washington over Wednesday. The meeting was usually opened by Dr. Bell introducing some chance visitor through telling of his work. At other times the meeting was opened by Dr. Bell making some pertinent remarks along some particular line

of scientific endeavor, then calling upon someone present to start the subject. No one was called upon unless he was thoroughly familiar with the subject under discussion, so no one was subject to embarrassment. Time was well taken up on the subject or a shift made to another until the profitable evening came to a time-limit close. A collation and social mingling terminated a profitable and pleasant evening. These events were unique in Washington life, and no one but of his personal charm, honesty of purpose and scientific attainment could

have maintained them over such a long period of years.

As a near neighbor, for many years, of this distinguished man, I had many opportunities of noting his affable social nature, his wonderful temperament, his attractive physical charm, his remarkable eyes, his consistent patriotism, and his devoted family life. Few men are given in such full measure all that makes up a perfect life as this man had brought to him, and live true to them.

CHARLES W. RICHARDSON, M.D., Sc.D.
Member of the Board of Directors.

IT was with deep regret that I read in the daily newspapers of the death of Dr. Bell. I have had the privilege of being in attendance at many of his talks to teachers; and besides know personally of many acts showing his deep interest in the welfare of the deaf and the blind. I may mention one instance of this kind. At the time I was in charge of the Florida School, there was a little girl in the department for the blind whose imperfect sight was due to cataracts, and a specialist informed me that an operation would probably restore her sight. There was no fund on which to draw for the hospital expense, which would necessarily be quite an item, and in this extremity I wrote to Dr. Bell and stated the facts. By return mail came a check for the specified amount. I may add that previous to my coming to Florida he had established a fund for the purpose of bringing in the deaf and blind from remote sections of the state. I have no doubt that there were many similar instances of his kindness and generosity.

I shall never forget Dr. Bell's keen interest in the proceedings of the Conventions and the part that he took in the discussions. His talks at the Summer Meetings of the Speech Association were fascinating as well as instructive.

Dr. Bell will be remembered by the world as a great inventor, but by teachers of the deaf and the blind, he will also be remembered as a teacher of rare ability and as a great-hearted philanthropist.

WILLIAM A. CALDWELL,
Principal, California School for the Deaf.

THE thoughtful among the deaf, and the professional educators of the deaf, will alike sorrow at the passing of Dr. Alexander Graham Bell.

The peoples of the world will always hold him in high honor for the inestimable boon which he conferred upon civilization by the invention of the telephone. His fame will endure throughout the ages. He had to bear the ridicule of the presumably wisest men of his day, when he suggested the possibility of talking over a wire. Everybody considered it an iridescent dream, glittering to the imaginative vision, but impossible of realization. Yet there are over thirteen million telephone instruments in use today over which billions of conversations are carried on each year. His basic patent is said to be the most valuable ever issued in the history of invention.

Before and after his invention of the telephone, Dr. Bell was actively interested in the oral method. His father, Alexander Melville Bell, when a teacher of elocution, had invented symbols of visible speech. These Bell symbols were used later by the son in teaching the deaf to speak orally.

Dr. Bell established and endowed the Volta Bureau at Washington, D. C., which, in a broad sense, is for the dissemination of knowledge concerning the deaf.

The whole civilized world will acclaim him as one of humanity's greatest benefactors. He was honored by many great institutions of learning, and by the governments of nearly all the nations of the globe.

The Deaf-Mutes' Journal.

DR. BELL'S FAVORITE PICTURE OF HIMSELF

A FITTING tribute to Dr. Bell cannot be penned in a few words. He was endowed with a very pleasing personality and the warmth of his genial friendship was extended to all with whom he

came in contact. His good works are an everlasting monument to his name which time or man cannot destroy.

HARRY L. WELTY,
*Superintendent, South Dakota
School for the Deaf.*

THIRTEEN million telephones were silent for a minute as a tribute to Dr. Bell as he was tenderly laid to rest on the evening of August the fourth. At the same moment in every community were those whose hearts were filled with gratitude because the inventor of this wonderful instrument of communication among hearing people, had also done so much for the deaf by giving them a new communication with their fellow-men—speech and speech-reading.

The world will always know and revere Dr. Bell as the inventor of the telephone, but among his many contributions to the progress of humanity, and certainly not the least, must stand his great work for the deaf. Nothing about this work was too trivial to command his interest. He taught, he lectured, and he published books on the subject.

The VOLTA REVIEW, the present number of which is a memorial to its distinguished founder, is a magazine which for twenty-four years has sent out to the world its messages of information about the deaf. It is the official organ of The American Association to Promote the Teaching of Speech to the Deaf, an organization founded by Dr. Bell to aid educators of the deaf in their effort to teach speech and speech-reading. Its headquarters are in the Volta Bureau, a solid structure built and endowed by Dr. Bell in Washington City. Here are compiled for preservation and distribution world statistics about the deaf. Its extensive reference library, protected in fire-proof vaults, includes copies of important printed documents about the deaf and is accessible for research work.

Previous to the establishment of these permanent public institutions which have proved of such inestimable value, Dr. Bell had held his memorable summer meetings for several years in succession at Lake George, where teachers of the deaf were invited to meet and study speech. Dr. Bell's beautiful personality dominated these meetings. Lectures, talks, and demonstrations filled the days and gradually led to an enthusiastic interest in the subject and a better understanding of it.

It was my privilege to come in contact with this work at Lake George, and at its close to return home an enthusiastic be-

liever, as were many others, in speech for the deaf. Dr. Bell's statement that "The best kind of school for a little deaf child is a school of one pupil," I heard at Lake George for the first time and the memory of it gave me courage later to open an experimental oral school beginning with only two pupils.

The public day-school movement of the Middle West owes much to Dr. Bell. His occasional visits to Chicago, where day schools were already in operation, stimulated the growing interest in speech teaching there and are remembered by friends of the deaf as milestones marking progress. At the time of the World's Fair Dr. Bell awakened an abiding interest when he introduced Helen Keller in a demonstration at Chicago University.

One of the greatest tributes that Chicago could offer was given to Dr. Bell on his last visit in March, 1913, when a new public school building, built to house both deaf and hearing classes, was named in his honor, The Alexander Graham Bell School. At the dedication exercises of this building the large auditorium was filled to overflowing with friends of the cause who came to see Dr. Bell and who listened eagerly to his gracious message. On this same visit he addressed a large concourse of people at the Art Institute where a reception was tendered him by friends of the deaf. He also gave an informal talk before the entire membership of the Chicago Normal School, more than four thousand in all.

We, the friends of Dr. Bell, cherish greatly the memory of these occasions and rejoice that this beautiful school building in the city of Chicago bears the name of Alexander Graham Bell and will stand as a perpetual memorial to this great and good man.

MARY McCOWEN.

THE FULL measure of the services of Alexander Graham Bell to the deaf in inaugurating and promoting movements for their benefit, only time and the discerning estimate of coming generations will reveal. In the founding and endowing of two institutions—a bureau for the increase and diffusion of knowledge relating to the deaf, and an association

to promote the teaching of speech to the deaf—he visioned needs and created agencies that, perpetual in their usefulness, will stand as his enduring monument, eloquently expressive of his great interest—an interest the finer because purely altruistic—in the welfare of the deaf, particularly in all questions bearing upon their practical training and cultural education. Possibly not the least of the services thus rendered was that of bringing to the attention of teachers of speech the ingenious device of his father, Alexander Melville Bell, a phonetic alphabet that, graphically symbolizing the vocal organs in their several forms and varying positions and movements, provided teacher-training work with the standard, uniform, and universal terminology needed to give it a scientific basis and framework.

In the years of my personal association with Dr. Bell I was especially impressed with the magnetic charm of his lovable character, and also with his very evident possession of the genuineness and simplicity of nature that are the inevitable marks of true greatness.

FRANK W. BOOTH,
*Superintendent, Nebraska School
for the Deaf.*

DINING with Dr. and Mrs. Bell in their Washington home, is indeed a precious memory to cherish. It was some years ago that this good fortune befell us, yet the tremendous vitality of Dr. Bell's unique personality, animated with enthusiasm and keen sympathy, impressed itself so strongly upon us that the details of the evening cannot fade with the passing of years.

Like so many of the really great souls, we found him gifted with the most delightful ingenuousness coupled with a sincerity of manner that charms at once. He talked of the wonders of the Art so near and dear to us all—that subtle art of speech-reading—he expressed such keen appreciation of any degree of success along these lines and such understanding sympathy of its difficulties and pitfalls.

During the dinner he entertained us in his own gracious manner and later, led the way to a basement workroom where he demonstrated with the utmost enthusiasm the mechanism of a flying machine

which he spoke of as his "latest plaything."

The wonderful gifts he left to humanity seem fitting symbols of his personality, for with all the treasures he gave to the world from his store of knowledge and genius, he seemed always to be giving with heart and soul, unsparingly of himself.

It has always been the dream of my heart that the Guild might be privileged to welcome this dear, great soul, but alas! this now can never be. He has gone, leaving here among us a love for him that will be lasting.

MILDRED KENNEDY,
*President, Speech-Readers' Guild of
Boston.*

I HAVE known Dr. Bell personally for many years, almost from the time of my entry into the profession of teaching the deaf, and have always had great admiration for him on account of his sincerity, his invariable optimism, his lofty sentiments, the earnestness of his views, his wonderful fund of information and the profound thought that he carried into the solution of every problem, whether in the field of pedagogy, of general science or invention. These qualities that he manifested to so marked a degree together with his genial personality made him a leader and a welcome visitor in every gathering of intelligent men and women.

The world will remember him by the telephone, that great boon to humanity, his aid in making the graphophone a usable and perfect instrument, and his other contributions to the field of inventions, but we teachers of the deaf will honor him as a teacher par excellence, for among us were the humble beginnings of his great career. Though some of his theories were not accepted by all teachers and he was at times subjected to severe criticism because of them, his teachings did much to mold the thought of the profession and improve the pedagogical policy of our American schools. He loved the deaf and gave freely of his talents and money to better their condition. For this we shall always love his memory.

J. W. BLATTNER,
*Superintendent, Oklahoma School for
Deaf.*

Teachers Wanted and Teachers Wanting Positions

POSITIONS WANTED

WANTED—Oral teacher of eight years' experience is open for a position for 1922-23. Address R. A. E., Volta Bureau, Washington, D. C.

WANTED—By a college graduate position as teacher of cooking and sewing.—B. V. H.

WANTED—Position as teacher of drawing, art craft and domestic art. For information write M. B. L., Volta Bureau, Washington, D. C.

Owing to unexpected circumstances oral teacher of deaf is free to take position. Seven years' experience. Excellent references. Address N. T. S., c/o Volta Bureau.

WANTED by a Normal Graduate of the Nitchie School of Lip-Reading a position in an established school or institution located in a dry climate. Has had two years' successful experience as a private teacher of lip-reading to adults and a further two years in general institutional work. Address F. E. R., Volta Bureau, Washington, D. C.

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A manual teacher of experience desires a change of location. V. R. W.

WANTED Position by an experienced oral teacher.—N. D. I.

WANTED—Trained oral teacher desires position in day or state school.—L. M. E.

TEACHERS WANTED

WANTED—Teacher of articulation for special pupil—not deaf. State training and experience.—D. C. S.

PARTNER IN LIP-READING SCHOOL WANTED

WANTED: Experienced teacher wanted as partner in well established school of lip reading for adult deafened. Address, N. B. K., Volta Bureau, Washington, D. C.

MATRON AND SUPERVISORS

WANTED—A capable woman as matron and two women supervisors, one to take charge of little girls and the other to care for little boys. A young man as steward wanted also. School to open January 2, 1923. Give full particulars, state qualifications and salary expected. References required. Address, Sara McBride, Principal, Territorial School for the Deaf and Blind, Honolulu, Hawaii.

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THE VOLTA REVIEW

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"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—Bacon.

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PROFESSION OR TRADE?

BY LUCILE M. MOORE

SOME years ago I was trying to interest a corps of teachers in certain plans designed to work lasting benefit to both teachers and pupils, when a young member of the staff dropped this bit of verbal dynamite into the somewhat languid discussion, "Oh, but you know the personnel of every school for the deaf changes every two years!" The passage of time has brought out of the debris of those plans this comfort—we all know that there are schools and teachers to which her remark notably is not applicable: but also the years have proven that it applies with regrettable accuracy in many instances. There has developed in the ranks of the teachers of the deaf an itineracy, as clearly defined as that of the automobile mechanics, and based upon a fundamental similarity; both trades enable their followers to combine travel and more or less adventure with the process of picking up a living.

If the itinerant spirit affected only the element that always has been and always will be rolling stones, we might say with our English friends, "that is that," and dismiss the subject. But when, year after year, we see serious-minded young women, who have definitely launched upon a profession—not a trade—inoculated with the germ of restlessness, entering upon the annual orgy of thrills obtained by applications sown broadcast among principals of schools, accepting the spirit of the itineracy as the spirit of a profession, it is time for the thoughtful among us to pause and consider.

In the first place, what is this nice point that the original itinerants have failed to grasp—the difference between

a trade and a profession? The Century Dictionary defines a trade as "the craft or business which a person has learned and which he carries on as a means of livelihood or for profit." It closes its specific definition of a profession with these significant words, "an application of . . . knowledge to uses *for others* as a vocation, as distinguished from its pursuit for one's own purposes."

There is the heart of the matter. The person who takes upon himself the task of shaping a child's mind and soul, has a responsibility before God and man that cannot possibly be expressed in terms of livelihood. No teacher worthy of the name teaches for money. Money is merely an essential to the maintenance of such standards of life, health and inspiration as make real teaching possible. It cannot pay for the priceless expenditure of personality and vitality made by the true teacher on behalf of her flock, without limit as to time or personal consequence. And in the case of the teacher of deaf children, the responsibility and the personal expenditure increase exactly in proportion to the lessening of home influence in the life of the child.

Should anyone, admitting the need of professional spirit, yet question the deleterious effect of the itineracy upon it, one need only point to the period of adjustment required by every teacher before she attains full usefulness in a new location, to the impossibility of following a consistent course of study with a constantly shifting body of teachers, and to the feeling so easily established in the thought of pupils and officers that the teachers are mere transients, unworthy

of very serious consideration. And these are only a few of many points that might be mentioned.

But how can we have professional spirit, who have in our work none of the unity that marks a profession? When in a group of trained teachers one is of Paul and another of Apollos, and the doctrines of Paul and of Apollos are radically different, who is to say that either is acceptable? This is our present condition. Each training school, frequently each school, and sometimes each teacher is constituted a final authority. When I say a "trained teacher," I mean a trained oral teacher, and to my mind the problem promptly states itself as a matter of evolving a profession out of a conglomerate mass. It rests upon a tripod consisting of the training schools, the schools, and the teaching body.

THE TRAINING SCHOOLS

Since the majority of training schools are supposed to be preparing teachers for oral work, they furnish a nucleus for better things. May we not reasonably ask of them: (1) That they get together and map out at least an outline of essentials for training so that it shall no longer be possible for a teacher who cannot analyze a word into its elementary sounds, or who cannot construct a language story in English intelligible to a deaf child of a definite grade, to call herself trained? (2) That they include in their training a well-balanced mixture of instruction, observation, and practice-teaching under expert supervision? (3) That they give a sufficiently long course of training to impress the spirit as well as the formulæ for reaching deaf minds upon their students? (4) That they refuse to certify the temperamentally or mentally unfit?

THE SCHOOLS

In the schools some fairly drastic changes will have to be made before they can do their part towards the establishment of a profession that will guarantee them competent oral teachers. The only thing that will hold earnest, ambitious, oral teachers in combined method schools is the complete separation of oral and manual pupils, for the pull of an oral department against a manual atmosphere

is fruitless and heartbreaking. The verdict of a thinking teacher is almost invariably, "The children would be better off manual than mongrel," and the oral institution or day school soon absorbs her.

So, of the schools we may justly ask:

(1) Conditions that warrant the giving of a good teacher's best.

(2) Pleasant living conditions.

(3) Adequate salaries.

(4) Due recognition of education, training, experience, competency, and continuity of service.

(5) Due recognition of the teacher's position as one of responsibility and permanency.

(6) Such a getting together of the heads of schools and oral departments as shall result in curricula uniform in essentials, and grading among the oral departments of the various state schools at least, thus making possible the transfer of children from school to school without loss of grade, and doing away with the appalling mixture of illogically presented subjects that has sometimes been the outcome of too much independent planning.

THE TEACHERS

As to the teachers—that large and casual body to which I have the honor to belong—is not the outstanding, self-evident demand upon us, that we cease to be casual? Why not form an organization corresponding in function with the National Association of Registered Nurses; an organization, to membership in which all trained and certificated oral teachers and heads of oral training schools shall be eligible? Let this body so coördinate with previously formed associations of heads of schools and training schools that a standard of minimum requirements for school and training school curricula may be established by its National Board, duly elected. Let this Board confer a degree corresponding to the R. N. of the nurses upon teachers completing their training satisfactorily and passing Board examinations, and give additional credits in recognition of self-improvement obtained by summer courses or training along special lines. Let it also confer upon such schools as

desire and qualify for it, annual certificates of standard attainment in curriculum and conditions conducive to the production of standard results in oral work. Let it receive and so analyze reports on both teachers and schools that it will constitute a really valuable source of information.

In short, do not the needs of the deaf children who are our reason for existence imperatively demand of us such unity, cohesion, and ideals whether arrived at by this or some other plan, that our energies as a whole may be bent to the cause, and the incurably casual teacher—

he or she who perceives no cause beyond self—may find the teaching of the deaf an uncongenial field? The two worst enemies of oral teaching are the poor teacher and the deaf adult who has come up neither fish, flesh, nor fowl because of the attempt to combine methods that will not mix. With the elimination of the first will come such improvement in our schools that the second will, let us hope, no longer be produced.

Let us exterminate this wholly unjustifiable trade and have a *profession* deserving the name and worthy of its mission.

THE HUMAN ELEMENT, IN EUROPE

BY JOSEPHINE B. TIMBERLAKE

“**W**HAT did you like best?” Inevitably it comes. “You’ve shown us your pictures and souvenirs, and told us a little about what you saw. Summing it all up, now—what did you like best?”

I don’t know what I liked best. In general, contrary to what I had been led to expect, I preferred the places about which I knew least beforehand.

I hope in the near future to tell something of the professional side of my trip. This time, however, I shall confine myself to some of the types of humanity I encountered, and their surroundings.

One of the earliest and most lasting impressions was in the little village of Vaux, just outside Chateau-Thierry. The scene of the first allied offensive, it presented a picture of destruction beyond all that our imaginations had conceived. House after house was in utter ruins. Only a few people were left, but those few were proceeding quietly and steadily to reconstruct. Much of the wreckage was arranged in neat and orderly piles. The rest was softened and decorated by the poppies growing in every cranny.

In a tiny house singularly unhurt by shells was living the little old woman who is smiling at you from this page. She had been there, they told us, all through the war, dauntlessly clinging to her fathers’ bit of earth. Only a few steps away scarcely one stone was left upon another.

A little farther on was Belleau Wood, whose name needs no introduction to any American. We climbed to the top of the

SHE HAD BEEN THERE ALL THROUGH THE
WAR

HOW COULD ANY MOTHER WANT HER BOY BROUGHT HOME?

hill, picking up occasional bits of shell and shrapnel, and looked down upon the beautifully kept rows of white crosses, with the stars and stripes waving gently above them. How, I wondered, could any mother whose boy lay there, ever want him brought home! A rock on the hillside bears the inscription "Second Division, June 26, 1918." Even the guide had nothing to say for a long time.

My meeting with the man in Rome could hardly be considered professional, I suppose, though if I had not seen "Sordo-Muto" on Italian magazines at the Volta Bureau, I should not have known that his badge proclaimed him deaf and dumb, and if I had not been a teacher of the deaf, I might have hesitated to cultivate his acquaintance.

He was begging, outside the door of St. Paul's church. I noticed the badge as I went in, and slipped away from the sightseers to make friends. The deaf in Italy are educated orally, I believe, but I could not speak Italian. Moreover, he did not look as though he had been educated by any method. Accordingly I searched frantically around in my memory for the few signs I had picked up, and opened fire with, "You are deaf and dumb?"

A broad smile and an emphatic nod made me hope that his knowledge of sign-language was sufficient to offset my

deficiencies. I admired his brass buttons, sympathized with his sore finger, and tried to introduce a moral lecture. "Why are you not working? Are you lazy?" I inquired.

He looked utterly bewildered. To this moment I do not know whether he understood me or not. At the time I thought he did not, so dropped the subject and persuaded him, with some difficulty (he didn't seem quite sure what I was going to do with that black box) to let me take his picture.

It was when I left the church with the party that I began to doubt his failure to understand my pertinent question. He beamed at me, waved goodbye—and mustered up two perfectly intelligible and most complimentary conventional signs! Now I wonder . . . !

I may not know what I liked best on my trip, but I can tell you what astonished me most. It was the charmingly polished and educated gentleman who washed my hair in Rome.

"I've been traveling," I said by way of preliminary, "and my hair is full of coal dust. Won't you please try to get it all out?" "Madame," said the tall, sad-eyed individual behind me, "I will give you as good a shampoo as can be secured in all Italy."

I had no opportunity to test the truth of his statement. Anyway, the quality of

expressive, and how suitable for delicate shades of meaning!

He had been to America. He did not say so. An apt contrast of traffic difficulties in New York and Rome conveyed the fact. He inquired about the success or failure of the prohibition enactment, and hoped the day would soon come when Italy would adopt a similar law. He expressed the opinion that nations were drawing together in a more complete understanding, and told me that, only the week before, a large group of American university students had been entertained in Rome by an Italian university.

He fascinated me. At last, when no further way of beautifying my tresses appeared to remain, I tore myself away, half wondering whether he would charge me extra for the entertainment. He did not, and I paused at the desk to comment on the fact that I had not entered a

SORDO-MUTO

the shampoo becomes of not the slightest importance in comparison with his elevating conversation.

Where had I come from? Genoa, by way of Pisa? Ah! a most unpleasant ride. One hardly emerges from one tunnel before he must enter another, and the beautiful Mediterranean is blotted out. Ninety-eight tunnels by actual count, Madame, and the engine-driver must be changed three times in five hours. Soon, however, the road is to be electrified—an extremely wise measure.

English spoken generally? Ah yes, Madame, the Italians are much better linguists than the French. The French are spoiled—everyone must speak *their* language. But would not a universal tongue be of wonderful service? Esperanto? Ah no! It was a step in the right direction, but in the last analysis—no, no. But why not Latin? Beautiful,

THE COWS WERE JUST AS REMARKABLE

single shop in Italy where English was not spoken by almost every clerk.

"Oh yes, Madame," he said, "We are very intelligent."

"All of you?" I countered.

"Yes, Madame," with the trace of a twinkle, "we kill all the stupid ones and make sausage of them!"

I feel some hesitancy about introducing domestic animals into a series of types of humanity, but those on a peak of the Rigi-Kulm were entirely too human to omit. One went out of the hotel to the highest observation point, and stood dumb with awe before the wonder of snow-capped ridges and purple-shadowed valleys. A gentle tinkle from behind brought back the realization of earth, and behold! some eighteen or twenty sheep, socially inclined. There may be democratic sheep in America, but those I have met were most exclusive. Not so the Swiss variety. They crowded around and rubbed against my skirt.

They nibbled my coat and gloves. They even requested me to rub their heads. How, I ask you, could one be overwhelmed by the majesty of scenery in the midst of a reception like that? The cows were just as remarkable. I submit the photograph as evidence.

Probably few tourists go to Capri without bringing away a snapshot of Spadaro, the old fisherman. He is quite the most decorative individual I have ever beheld, and posed for his photo with an air of perfect accustom. Deeply did I sigh for a knowledge of color-photography. His cap and sash were scarlet, his hair and beard snow-white. With his long pipe in his mouth, a bright blue coat hanging from one shoulder, and his bare feet thrust into heelless sandals, he strode as majestically through the little village as Nero might have stepped upon the floor of his banqueting hall.

Americans we met in plenty, everywhere, with all the variations of character and speech that make one proud or ashamed of his nationality. Many were charming, a few were hopeless, and one—but I will tell you the story.

"I don't think it's right," she sputtered. "They'd oughter've had a printed itinerary for the extension trip as well as the regular trip."

"Why, they did, didn't they?" replied the conductor. "Of course it wasn't as detailed as the other, but it gave the main points."

"Well, I wanted more details. F'rinstance, it didn't say we was going to Shakespeare's country."

"Are you sure?" said the conductor, "It seems to me I certainly saw that on the list."

"No indeed it didn't, either. All it said was *Stratford-on-Avon*, and how was I to know that was Shakespeare's country?"

THE DEAF CAROLINIAN

Bound volumes of the *Deaf Carolinian* for 1919, 1920, and 1921 were recently presented to the Volta Bureau by Mr. E. McK. Goodwin. His generosity is deeply appreciated.

WITH AN AIR OF PERFECT ACCUSTOM

LINGER LONGER—DO!

BY JOHN A. FERRALL

ONE thing which perhaps plays a part in keeping down the number of expert lip-readers is the apparent simplicity of the art. Almost anyone can easily learn to recognize the simple colloquial expressions of everyday life. The fact that any words at all can be recognized with such practice appears to be taken as conclusive evidence that all that is needed for complete success is a minimum of basic training under a competent instructor—and then incidental practice at home.

But elation over our easily-acquired ability to recognize the expression "Good morning," let us say, is scarcely warranted by the facts of the case. We need to go a little more deeply into the subject. We are over-rating our accomplishment about as much as did a certain man who happened to arrive at the wharf just as the boat he was to take was leaving. Making a flying jump, he cleared the five or six feet and landed on the deck of the ship, striking his head and being temporarily stunned. When he recovered his senses, the boat was some fifty yards or more from the wharf. Not realizing what had happened, he gazed at the intervening space in wonderment. "Good heavens!" he exclaimed, finally, "*What a jump!*"

The next time he tried to display his broad-jumping ability, he very likely began to realize that there had been a mistake somewhere. And that is just what happens to us when we get the notion that speech-reading is a simple little thing, to be "picked up" at odd moments. We are much pleased with the fact that we saw an expression or two at the moving pictures, and we are perfectly sure we can keep up the good work. And then we try it! The pity of it all is that when we fail, being merely human after all, we usually place the blame on speech-reading and not on ourselves.

An old shorthand teacher I knew years ago, and he was a very good one, too, had a set answer for pupils and prospective pupils who wished to know how long it would take them to learn shorthand.

"That," he would reply, slowly, "depends upon how much shorthand you wish to learn."

I often think it would be a splendid thing if teachers of lip-reading could bring themselves to make that reply, tactfully of course, to their prospective pupils. For, you see, I cannot make myself believe that for the average person the usual short course of thirty lessons or so is anything but a mere skimming of the surface of the subject. Miss Whitaker puts it admirably in her remarkable article in the April, 1922, VOLTA REVIEW, when she states that the short course merely gives the pupil a "tantalizing glimpse of the power he might have."*

Thirty lessons are better than none, of course. Even one lesson is, for speech-reading seems to be the one art in which even the slightest study is of benefit. It is all gain, and no possibility of loss. It is true, also, that there may be pupils clever enough to get a great deal out of a three months' course. Some may even leave such a course with rather unusual ability to read the lips. But I am speaking of the average—the great army that I so ably represent! This is not said in a spirit of humility. Not at all. It is a boast. Wasn't it Lincoln who said that the Lord must love average people—he made so many of them? And I know that it requires something more than three months and thirty lessons to make old John A. Average into anything even remotely resembling a speech-reader.

Stick a pin here! Speech-reading is not easy to learn, thoroughly. For that matter, is any accomplishment really worth while easily acquired? Why should a boy, for example, be willing to put in four years, working eight hours a day, to qualify himself as an expert brick-layer, and yet expect to "pick up" speech-reading in three months? Or a girl practice almost daily for ten years to become a fairly proficient performer on the piano, and then grow despondent

*"Whitaker, Bessie Lewis. "The Possibility of Making a Complete Success of Speech-Reading. Applied in Large Part to the Adult." VOLTA REVIEW, April, 1922, pp. 127-141.

at her failure to master lip-reading in a few months? It is one of those things no fellow can find out.

But this is the sort of reasoning we encounter every day, and not always from mere boys and girls either. I encountered the same thing when I attended shorthand school. The bane of the teachers' existence was the so-called "three-months'-stenographer"—boys and girls who attended merely long enough to get a knowledge of the basic principles of the art and then left to accept positions, getting the rest of their training at the expense of their employers. These students not only injured the reputation of the school, and defrauded their employers by pretending to be something which they were not, but also worked against their own best interests—financially and otherwise. For, of course, after an experience with one three-months'-stenographer, the employer usually made the salary low enough to offset his wasted time.

It was possible to demonstrate over and over again that the student who remained in school for a year could qualify for a position paying fifty per cent or even one hundred per cent more than the three-months' graduate received. And opportunities for advancement were naturally much better for the more highly trained student. But the unthinking army of "short course" folks came and went without any material lessening in the ranks so far as I could see.

Now, it is conceivable that one might attain too high a skill in shorthand—that is, a degree of skill beyond that needed for any ordinary commercial position. But there isn't any such question about speech-reading. There isn't any such thing as too much skill in the art. For it isn't simply a matter of learning a new language. When one has learned French, if he has learned it reasonably well, he may feel confident of understanding almost anyone speaking French. But the fact that you have learned to understand one or several persons through lip-reading is no assurance that you will not meet at the next corner a man whom you cannot understand at all, or can understand only with the greatest effort.

When we look at the curious movements of the lips of some speakers, or note the total absence of movements, we are led to sympathize with a young Frenchman who was just learning English. He was standing one evening watching some of his English friends who were playing cards.

"What is your score?" called one of the ladies to a friend at the next table.

"We two are two to two," answered her friend.

"How curious," said the first lady. "We two are two to two, too!"

The young Frenchman threw up his hands with a gesture of despair.

"What a language!" he exclaimed. "You can play him on a French horn—toot! toot! toot!"

It has been some years since I last met the three-months'-stenographer and here I am meeting his brothers, sisters and cousins in the schools for speech-readers. They, too, expect to spend the smallest possible length of time in the school. And, like their shorthand brothers, they, too, will blame the "system" and the school, and the teacher, and the climate—everything but themselves—for their lack of skill.

How much speech-reading do you wish to learn?

Is your ambition on a par with that of the soldier boy whose father inquired: "And so you really learned French thoroughly during the four months you were in France?"

"Sure," replied the son, cheerfully. "I got so I could say 'hello,' and 'good morning,' and order things to eat and drink—or borrow money. And I could tell a girl I loved her better than anyone else in the world. And that's all a fellow needs in any language."

There may be something in the boy's theory, but I believe that most of us, even we of the average strata, prefer a trifle more extensive knowledge of a subject. And to get this wider knowledge we must extend ourselves for a bit more than three months—and under a skillful teacher.

Where it is at all financially practicable, I believe that the minimum course a student should consider is twelve months. These twelve months, under a

trained teacher, would naturally include not only lessons on the principles but a wide range of miscellaneous, individual and class practice.

It is a beautiful notion that one can spend a short time getting the fundamentals from a trained teacher and then develop skill by home practice, but it has two weak points. First, practically none of us will practice conscientiously at home; and, second, those of us who would, usually can find no one with whom to practice.

At school it is entirely different. Not only has the teacher a financial interest in you, but she is usually a person who has taken up the work of teaching speech-reading because she likes it, and because she has a natural desire to help. Every year adds to her experience and from this vast fund she draws to meet the needs, the widely varying needs, of her pupils.

There is a lot more to speech-reading than the mere acquisition of ability to see and interpret lip movements. There are many movements that cannot be seen under even the best of conditions. The mind has to carry a good bit of the burden. And there are countless little expedients and helps that the experienced teacher can offer to help smooth your pathway. Miss Laura A. Davies used to have (and probably still has) a list of "Hints for the Lip-Reader's Friends" which she gave to her pupils at the first lesson, and which, alone, are "worth the price of admission." They are well worth reprinting—and here they are!

A FEW HINTS FOR THE LIP-READER'S FRIEND

1. Always face the light.
2. Speak deliberately and naturally; do not mouth or exaggerate words.
3. Enunciate clearly and distinctly, but speak softly.
4. Speak smoothly and connectedly, not in a jerky or word-by-word way.
5. Make your pauses at natural places in the sentence.
6. Change the thought into other words if not understood readily.
7. Don't say one word over and

over; change it; use a synonym or phrase.

8. Use explanatory phrases with proper nouns.

9. Use words of plain lip-movement in place of obscure ones.

10. Long words are usually easier to see than short ones.

11. Connect the unknown thought with the known; give a clue to work from.

12. Do not insist on word-for-word accuracy.

13. Hold the head up, so that tongue movements are plainly visible.

14. Don't gesticulate, or lip-readers' eyes will follow hands and not lips.

15. Don't beat about the bush; talk simply and directly.

16. Be patient.

17. Give your lip-reading friend a half hour's practice sometimes. It will be appreciated more than you know.

Copies of the above "hints" are given to all pupils of the Houston School of Lip-Reading at their first lesson, with the request that they be shown to the family and friends, especially the ones with whom the lip-reader will practice.—*Laura A. Davies.*

Miss Suter probably saved my life and certainly saved me financial loss by a suggestion she made in the early days of my attendance at the Washington School of Speech-Reading.

She told me that in walking a street or road used by automobiles and the like, I should discard the usual rule of keeping to the right, and walk on the left-hand side. By doing this I would face the traffic coming toward me on its right-hand side, and be safely out of the way of any automobile that might be coming up behind me.

The natural tendency of the ordinary driver coming up behind a walker is apparently to sound a horn or bell and then keep right on, trusting to the pedestrian to move out of the way. This is all right for those who can hear the warning signal, but it makes no provision for the deaf. In the days before Miss Suter's

suggestion, one or two machines did try to run up my back, usually without much success as I happen to be constructed on rather massive, Gothic lines.

A little girl with tears running down her cheeks came up to a policeman and said: "P-please, Mr. Policeman, come and arrest a bad man."

"Why, what's the matter?" asked the policeman.

"He—he broke up my hoop with his—his nasty old motorcycle."

"He did, did he?" exclaimed the policeman, indignantly. "Where is he? I'll fix him!"

"Oh, you can catch him easily," said the little girl, beginning to dry her tears, "because they have just carried him in that drugstore on a shutter."

That about describes what happened to the drivers who tried the experiment of going right over me or through me.

I shall never forget the dazed look in the eyes of a young lieutenant during war days, who tried to blast his way through me on a motorcycle. I suppose he sounded his horn. However, the first intimation I had was in the nature of a very forcible impact. It almost staggered me!

I turned around and saw him. Very gently I picked him up and deposited him at the roadside along with the ruins of what must have been at one time a very fine motorcycle. And then I went away from there. I could not understand what he said. Perhaps it was just as well. But the dazed look in his eyes—I shall never forget that. To this very day, I suppose, he thinks that I wore a suit of armor. It was rather shiny, I'll admit, but it was not armor.

And there was the young lady in the conversation class who had such a nice chief at the office, but he simply would not come near enough for her to get a good view of his face and that made her situation very trying. The solution offered no difficulties for Miss Suter. "If your employer," she said, "or for that matter, any one, habitually keeps his face turned away, or remains at too great a distance from you, the remedy is simply to speak to him in such a low tone that he will have to come nearer to understand *you*!"

Simple? Of course! But worth a mil-

lion dollars at least to any deaf person. And there is nothing original about such suggestions. All teachers of speech-reading have them in stock. It is just one of the phases of school work that makes the longer course profitable to the pupil. As you become more proficient, the scope of the study is extended to include all sorts of things. At the same time, your circle of acquaintances is extending at the school and the way is being opened constantly for new sources of practice. And, while it may bore the members of your family to practice with you, you can be certain that the deaf and hard of hearing folks at the school welcome practice opportunities just as much as you.

It seems to me, too, that three months is too short a time in which to "fix" the right habits. You know, to become even an ordinarily good speech-reader one must form certain good habits—such as watching the speaker's lips continuously and not merely occasionally, for example. It takes time to fix such habits—and a trained teacher is usually necessary to see that they are "fixed."

It is usually safe to assume that in this world of ours we shall get just about what we pay for. If we insist, then, upon pinning our faith to the short course, to the briefest possible period in the school, the time is almost certain to come when we shall regret our action and wish most heartily that we had paid a trifle more, in time and money, to get the best available.

Two young negroes met in the street, according to the *Washington Times*, each wearing a new suit.

One asked: "Nigger, how much do they set you back for dem clo's?"

"Fo'ty dollahs," was the response.

"Fo'ty dollahs?"

"Yes, sah; fo'ty dollahs."

"Look at me," said the first. "I'se got on a suit w'at's mos' perzactly like yours, and I don't pay but ten dollahs fuh mine. Somebody shore flimflammed you."

The possessor of the forty-dollar suit took hold of one of the coat sleeves of the ten-dollar suit and pulled it. It stretched.

Then, straightening up, he said: "See here, boy, the fust big rain yo' gets

ketched out in, dat coat of yourn is gwine to say: 'Good-bye, nigger; from now on I'se gwine to be yo' vest.'"

Yes, that is the difficulty. The speech-reader is constantly being caught out in heavy rains—of words—and if he happens to be wearing a three-months' course, he is pretty apt to find it shrinking so much as to be practically useless.

Which is why I am going rather out of my way to advocate at least a twelve months' course under an experienced teacher. It is the best possible investment, for more than money depends upon your success in acquiring practical lip-reading skill. It is your happiness that is at stake!

Linger longer—do!

SHE "COULDN'T AFFORD IT"

Dear Jean:

The postman made me very happy when he brought me your letter this morning. It made me want to see you and have a heart to heart talk about all the experiences you have had since I saw you in June.

But my dear, one part of your letter disturbed me greatly. You said that you had decided not to renew your subscription for the VOLTA REVIEW because you felt that you "couldn't afford it!" I know there are many demands upon your salary, and sometimes you wonder how you're going to make ends meet (I've felt that way), but when you made your budget for the winter it seems to me that the VOLTA REVIEW should have been listed under the necessities of life and not the luxuries.

Jean dear, don't you think we are apt to forget what the VOLTA REVIEW has done for us? I had been a member of the "family" for some time when I met you, and I'll never forget your expression when I told you about the magazine. You had never heard of it before and were so surprised to know that there was a magazine just for the deaf! I lent you several copies and you wrote me that you were inspired by the account of the deaf people who had been successful in spite of their handicap; that you had resolved to learn to read the lips, and had joined a club for the hard of hearing—all because of the VOLTA REVIEW.

And now you think you can't afford it! Oh my dear, how can you afford not to subscribe?

Let me tell you about the wonderful club meeting we had the other night. When the campaign for the magazine first started, our chairman said that the

club should be 100 per cent "Volta Reviewers," and that if they felt they could not afford to subscribe they must think up some way to earn the money. And they did! Our meeting was very informal, and the members told of the most amusing and clever schemes they had used to earn the money.

One pretty young girl made us all laugh by saying she was glad the dresses were worn longer this fall, because she had spent her half holiday on Saturday in taking out hems and facing them, and she had made almost enough for her subscription fee!

A dear old lady was calmly crocheting a mat while she listened (with her eyes), and said she had orders for several more.

Over in one corner I saw a group gathered around Mrs. Harrison. She is from the South, you know, and is always talking about the hot rolls, waffles, battercakes, and "real home cooking" down there. Well, what do you think she had done? She had gathered together from all parts of the South the most delicious sounding recipes and had sold them to the cafeterias all over the city! (We have all planned to stand in line at least once a week!)

Mrs. Primm, who lives on a farm near here, told us that although her Sunday eggs went into the missionary box, the MONDAY eggs would go toward the VOLTA REVIEW!

You remember dear little Miss Sally and how shy she is? She isn't that way at all with children, and they adore her. She takes the most wonderful snapshots of them at play and the mothers in her neighborhood were delighted when she told them of her plan to take the children's pictures for a small fee.

I wish I had time to write you about all the suggestions the club members gave. I know, though, that your head is already full of clever ideas. Why not try them out in your club, Jean, and work for the VOLTA REVIEW? Won't

you dear? You don't know how much I am looking forward to seeing you Thanksgiving, and then you will tell me all about everything.

Always lovingly,

BETTY.

SUCCESSFUL DEAF PEOPLE OF TODAY

By LAURA A. DAVIES

NO. 4 EDWARD S. MARTIN

EDWARD SANFORD MARTIN was born at Willowbrook, Owasco, N. Y., on January 2, 1856. He had the good fortune to grow up on a farm where the wood pile covered a quarter of an acre, where there was a barn with a hay mow to play in, and convenient corners to hide away books and apples for rainy days, where the hens had the characteristic hen habit of laying eggs under the barn in places just high enough for a small boy to wiggle into, and best of all an old farm house stocked with three or four thousand volumes that had been "collected by a lover of books." Here he received his early education at home. Later he went to Phillips Andover and to Harvard. He received his bachelor's degree in 1877 at Harvard. In 1915 he was given an honorary Masters Degree from the same University, and in 1917 Doctor of Literature from the University of Rochester. He studied law and was admitted to the bar in Rochester, and there also found his wife, Julia Whitney, whom he married in 1884.

He began to be deaf when a boy ten or twelve years old and has been able to adjust his life and employment as the deafness has gradually increased. By degrees he worked into the writing game, at first continuing his law practice and contributing occasional manuscripts to current magazines. There's a vein of humor and a personal note in all his writings that give one the intimate feeling of a face to face conversation. He has written articles and editorials for *Life*, *Scribner's* and *Harper's* extensively as well as many things for other magazines of the highest standard.

Since October, 1920, he has been editor of *Harper's Monthly*, successor to Wil-

liam Dean Howells. At the same time he has retained his connection with *Life*. Under the heading of "The Easy Chair" he discusses such topics of interest as come up in his daily life, in that of the nation or the world at large. It is characteristic of him that he can and does write with equal charm of a vacation trip through New England with Blandina and a Ford, of the pleasant political turmoil, or the deeper things of religion and philosophy. His point of view is that of a sane, wholesome, matter of fact man, who stands back and watches the crowd go by, observant, alert, quick to see and interpret but never seeking to force his ideas or beliefs upon an unwilling world. He is an optimist who believes that "the greatest encouragement we have that civilization will be saved is the great number and variety of people who are on the job of saving it." He thinks the two forces that will be the greatest help on the job are the growth of knowledge and a better understanding of religion. The most destructive force he names is that fought by the Allies in the war, the belief that "might makes right." He agrees with Mr. Root that the greatest obstacle to our progress is our incapacity to receive the things that are ready for us.

The same matter of fact acceptance of things as they are, is shown in his attitude toward deafness. He freely admits that it is a "bad job," but having it, it is our business to control it and not allow it to overcome us. He says we must make such inconveniences keep bounds, and in addition get some service out of them if possible. He thinks it is not heroism, nor even pride, but a sound business policy to make the inconveniences of a handicap fall as much as possible on ourselves and as little as possible on our

EDWARD S. MARTIN

associates. There's no attracting power about a pessimistic killjoy, no matter how pleasurable the indulgence may be to himself.

The following quotation is from an editorial which he wrote in *Scribner's Magazine* in April, 1903.

After all, the saddest thing that can happen to a man is to carry no burden. To be bent under too great a load is bad; to be crushed by it is lamentable, but even in that there are possibilities that are glorious. But to carry no load at all—there is nothing in that. No one seems to arrive at any goal really worth reaching in this world who does not go to it heavy laden. The trouble with deafness is not so much that it is burdensome as that it seems an unprofitable load. The weight that is strapped on the jockey's saddle is there for no more useful purpose than to make the race harder for the horse. That is pretty much how it is with deafness. It makes the race that much harder for the man. But sport is still sport. The race is still a race. Our handicaps are not of our own choosing. It is for us to go on with them and see that they don't slacken our speed or shorten our distance any whit more than they must.

Mr. Martin considers it no disadvantage to be shut out of many amusements. He finds his greatest recreation in reading, his greatest pleasure in domestic life and his greatest satisfaction in work. He says that babies are the best of company for a deaf man. They are so diverting and seldom "say anything that it is essential to hear."

When deafness is a fact and there is no possible means of getting around it, he thinks it much better to admit it freely and use every possible means that may prove a helpful crutch. He uses hearing tubes that he gets from London and considers them much superior to anything that has yet been made in this country. But his advice to all of us is to use the thing that fits our case best, whether that be tubes, horns, electrical appliances, lip-reading or all of them combined, use them for all they are worth to us and never be ashamed of having to use them.

He rejoices in the fact that though one sense is impaired there are four perfectly good ones left. Smell is a thing not to be despised. It keeps us in touch with the earth and the air. The salt laden breeze brings a pleasant sensation to those who love the water. The smell of the moist earth in the spring, the odor of

pine or spruce, a field of new mown hay and the wayside flowers are things we accept without realizing the pleasure they bring us. Taste is important so long as we must eat three meals a day, it takes up a considerable amount of our time and it would be a pity not to enjoy the process. Touch has not been developed as much by the deaf as by the blind but it brings us much through vibration. Sight is our greatest boon. It is almost the difference between helplessness and power. Should we be deprived of all the senses we would still have mind and it is mind that means everything in our enjoyment of life and our ability to achieve.

Quoting again from the editorial above referred to we see the Dr. Martin who is a philosopher, side by side with the whimsical contributor to *Life*, the thinker plus the humorist.

"Philosophy should be the deaf man's strong point. He should be absolutely good humored—as no deaf man ever is—and absolutely patient and resolute in refusing to be irritated by anything he can't help. Finding himself defective in all these important requirements he must still aspire and endeavor daily toward a better command of them.

"He ought to be pious minded. There is nothing in deafness that can hinder him from knowing just as much about his Maker as anyone else does, or from profiting as fully as anyone else by his knowledge. There are people—a good many of them—from whose minds the thought of God, the sense of His presence, His power, His will, is seldom absent. There is a solace, strength, and companionship in that condition. I would not have a deaf man sit down under the conclusion that it is God's will that he should be deaf, for I doubt if it is; but he may assure himself that his deafness accords somehow with God's justice, and that it is God's will that being deaf he should make the best of it, and should still be sane and sweet and stout hearted. There are lots of bunkers in the big links of life. Deafness is one of them and is far from being the worst. It is for theologians to settle who put them there, and we may guess if we like

that it was the Adversary. But we all agree—theologians and everyone—that being in a bunker, one's day is to work out.

"A deaf man who really wants to be good has it in his favor that there are a number of sinful or inexpedient things that he cannot do to advantage. Politics, is full of dangerous solicitations, but he can hardly be a leader in politics, so he is quit of most of the risks of it. He cannot play poker to advantage, though he can buy stocks; he can't flirt, unless indeed, he is a resolute adventurer and learns to read the lips. He is so badly handicapped in general society that there is little chance that his head will be turned

by social success, or his energies wasted in a chase after it. He has even greater incentive to be temperate than most people for carousals are dull sport to a deaf man It is unwise for him to be much of a sinner because he is so much exposed to his own society and will have so much inconvenience by having to associate with an unworthy person whom he cannot respect. He had better be good. He may be virtuous and still not happy—whatever the copy books declare—but certainly, being deaf, he has a great deal better chance to be happy by sticking close to virtue than by trying to be successfully wicked."

THE DISADVANTAGES OF SOUNDLESS SPEAKING

BY BERTHA M. RICE

USUALLY I agree with the most that Mr. Ferrall writes into his interesting articles for "our magazine," and after reading each one I always want to say, "Come again." Although I am about to disagree with the major part of his July article, the latch-string remains loose, and "welcome" is inside the door.

The first objection I shall make to soundless conversation in public is that it attracts the attention of our fellow travelers too readily. I don't believe that I am abnormally sensitive about my handicap, but I do most emphatically object to advertising it in public. That soundless speaking does this I know from experience, for I've tried it out in a street car with deafened friends more than once. Of course I am referring to a conversation that includes more than a few brief sentences. So few of us can talk soundlessly without becoming too earnest about it, and stressing the words unduly. A case in point: Not so very long ago a deafened friend and I met, accidentally, in a public library. As conversation is taboo in such places, we felt quite superior to the hearing fraternity because we thought we could talk soundlessly. We began so, I'm sure, but each of us became so interested in our subject, we were talking in a loud whisper, and blissfully unconscious of the fact until we felt the austere gaze of the librarian (Curious, isn't it, how one can sense a forbidding atmosphere *sans* eyes, or ears?). She rebuked us, doubtless referring to the library rules. Her rebuke

was unnecessary for we both felt like melting out of sight as quickly as spirit forms are said to do.

But my point is that soundless speaking, whether it develops into a whisper or not, attracts too much attention. Rarely does a soundless speaker avoid exaggeration which in turn prevents *natural* speech. Another point on which Mr. Ferrall and I disagree. The friend he cites in his article may be the proverbial exception which proves the general rule that very few soundless speakers talk naturally. At least, such is my experience.

But the chief objection I have to soundless speaking is that it taxes the speaker unduly in case of extended conversation. This too I know from experience. I have an aunt who is totally deaf. In the past, I used to converse with her soundlessly. When the conversation lasted half an hour, I was "all in," if I may be pardoned an apt slang phrase. The nervous strain was far greater than if I had used my voice. After several years' experience in speech-reading, I am convinced that natural speech combined with the natural tones of the speaker's voice, will produce the best results both to ourselves and to our hearing friends.

However, I will readily admit that soundless speech has its advantages, particularly so in the case of the deacon whose story closes Mr. Ferrall's article. Doubtless many of us can recall instances when our feelings were relieved by the soundless—but effective—word.

IF WE WILL TO DO IT, WE WILL DO IT

BY JOHN A. FERRALL

“TO OFFER advice,” says Lubuck, “has proved a somewhat thankless task from the days of Rehoboam to those of Lord Chesterfield; not do I forget the sad fate of the New Zealand Convert of whom his chief told the missionary that ‘he gave us so much advice that at last we put him to death.’”

Perhaps I should be warned by this, but Miss Winnifred Washburn writes me that a campaign is being planned to double the circulation of the *VOLTA REVIEW*. This is too good an opportunity for me to neglect. Besides, she says that the appeal is to be made to teachers, school alumnæ, the deaf themselves—and to *aurists*. The italics are mine.

Now, I feel that I have a certain justification for giving advice to the *aurists* in this matter. For ten years and more I contributed, to the extent of my means, toward their support. They did their best for me, too. My chief complaint is that during all those years not one of them mentioned the *VOLTA REVIEW*. I came upon it by accident. At that time I could hear well enough to carry on ordinary conversation. But I was a stenographer and my daily work emphasized my hearing defects. So, encouraged by the *REVIEW*, I began the study of lip-reading. I continued my treatments under the *aurists*, of course. One year later I became suddenly totally deaf. I am not a good lip-reader, but when I think how greatly the little knowledge of the art I possessed helped in lessening the horror of the transition from hearing to total deafness, there aren't any words of praise I could utter that would serve to indicate my appreciation of the medium that brought lip-reading to my attention in time—the *VOLTA REVIEW*. And, so, because this door was not opened to me by an *aurist*, I should like to make sure that it will be opened for every other deaf person by the *aurists* of the present day.

The *VOLTA REVIEW* is a magazine of service. It brings to its readers the records of progress of the deaf, of obstacles overcome, of things done to make

life more enduring for the deafened. I should like to have every *aurist* examine the magazine to see for himself its wonderful possibilities in the building up of moral courage, and in breeding a spirit of optimism. I feel that such an examination would result in the *aurist's* not only recommending but urging his patients not to do without this monthly messenger of help and encouragement. Every deafened person in the world should read this magazine. It is a life-giving tonic.

For our part, we must help in bringing the magazine to the attention of *aurists*—and others. For, if this campaign is to be a success, something more is needed than good wishes or good intentions. In the newspaper this afternoon there is a cartoon showing a small boy sitting under a tree, from which the leaves are drifting down. Beside him is a large basket. In front of him stands his father, demanding: “Say! What's the idea in loafin' like this? I sent you out here to carry these leaves away.” The boy looks at the drifting leaves, a few of which are falling in the basket. Then he says, plaintively: “Loafin'! Golly, Pa, I ain't loafin'! I'm waitin' for the basket to fill up.”

We must not wait for the basket to fill up. We must gather up the leaves ourselves and place them in the basket. Only, in the present instance, we are to substitute “subscriptions” for “leaves.” And there is room for a good many such leaves in the *VOLTA REVIEW's* big basket. The term “subscription” may be extended to cover “renewals,” also, you know, if your conscience happens to trouble you in that respect.

As for the campaign: If we *will* to do it, we will do it.

MISSOURI SCHOOL

Prof. Edward S. Tillinghast, formerly of North Carolina, who has been Superintendent of the Oregon School for the Deaf for several years, has been appointed superintendent of the Missouri School to fill the vacancy caused by the death of Superintendent McClure.

**EXTRACTS FROM THE PROCEEDINGS OF THE THIRD
ANNUAL MEETING OF THE AMERICAN FEDERATION
OF ORGANIZATIONS FOR THE HARD
OF HEARING, INC., TOLEDO, OHIO**

June 12, 13, 14, 1922

First Session, Continued from September VOLTA REVIEW

TYPES OF EAR DISEASE CAUSING DEAFNESS

BY GEORGE E. SHAMBAUGH, M.D.

I wish I could give you my impression; I cannot do it, but I am immensely pleased and very much inspired by what I have seen and what I have heard. If I could say something this morning in the paper that I have that would add anything to the interest of this meeting, I would feel amply repaid for coming. Of course, I realize this: That we are all of us interested in the question of hearing, and I dare say no one is more interested in the diseases that affect that organ of hearing than the audience which I see before me here. There are a great many things we know about this organ, and there are a great many things we know about the diseases that affect this organ, and a great many things we do not know regarding this mechanism, and which we do not know regarding the diseases that affect this mechanism. I shall try to say in a very simple way what we know about some of the diseases that affect this very important organ.

**IMPAIRMENT OF HEARING AS
DEPENDENT UPON THE
VARIOUS TYPES OF
EAR DISEASE**

BY GEORGE E. SHAMBAUGH, M.D.

I have been asked to discuss the ear diseases which produce defects in the hearing. In order to have an intelligent understanding of these conditions, it is necessary that one have clearly in mind a few facts regarding the organ of hearing. The important part of the hearing mechanism, so far as function is concerned, is that which has to do with the transference of the physical impulses of sound waves to the nerve impulses which lead to sound perception. This important mechanism is located in what we term the internal ear or the labyrinth. In

addition to this sound perceiving mechanism in the labyrinth, the organ of hearing is supplied with an apparatus for collecting sound waves from the outer air and conducting these into the labyrinth. This sound conducting mechanism constitutes the outer and middle ear.

Impairment in hearing is due to a defect in one or both of these mechanisms. Either there is some interference with the sound waves reaching the labyrinth or there is an impairment of the nervous mechanism within the labyrinth itself which hinders the response of this mechanism to the impulses of sound waves. Where there is some defect in the conducting mechanism causing impairment of hearing the condition is commonly referred to as middle ear deafness or better, fixation deafness, meaning a stiffening of the sound conducting apparatus. Where the sensibility of the nervous mechanism in the labyrinth is impaired, the condition is referred to as perception or nerve deafness.

Alteration in the sound conducting mechanism such as results from middle ear disease can in itself produce only a moderate degree of deafness. Every severe condition of deafness means an involvement of the internal ear, the labyrinth. This involvement may be a primary disease beginning in the labyrinth but it very frequently is an involvement of the labyrinth secondary to some middle ear disease. As a matter of fact every case of long-standing middle ear trouble producing an impairment of hearing, is pretty sure to be followed sooner or later by secondary changes in the labyrinth, so that the defect in hearing is due in part to obstruction in the sound conducting mechanism as the result of the middle ear disease and in part to changes in the sound perceiving mechanism in the labyrinth.

Those diseases of the ear which produce obstruction in the sound conducting mechanism, including the several types of middle ear disease, occur for the most part in childhood, whereas the diseases of the nervous mechanism in the labyrinth, with but relatively few exceptions, develop after middle life and frequently are to be looked upon as senile changes, analogous to the changes which cause the hair to turn gray. The hereditary form of deafness develops as a rule in early middle life.

With these introductory remarks regarding the causes for defects in hearing, I wish to make a simple statement regarding the several forms of ear disease which, more or less, seriously impair the hearing.

Congenital deafness is due to defects in development. Only rarely does this involve the sound conducting mechanism and when the latter alone is involved, that is, without similar developmental anomalies in the internal ear, only a moderate degree of deafness results. Usually the developmental defect is restricted to the internal ear producing total deafness. The infectious fevers of childhood are prone to produce infection in the middle ear, running ear. The defect in hearing produced by these conditions, even in those cases where the discharge becomes chronic, lasting over many years or during the life time of the individual, is never a severe defect except as it becomes complicated by secondary changes of the labyrinth. Such complications occasionally result in a sudden destruction of every vestige of hearing. More often the labyrinth involvement develops insidiously and causes a severe degree of deafness only late in life.

Catarrhal diseases of the middle ear occur much more frequently in childhood than at any later period, the reason being the presence, so often in children, of enlarged adenoids and tonsils. These catarrhal diseases of the middle ear rarely constitute the severe menace to the hearing which is popularly attributed to them. The defects in hearing secondary to adenoids and tonsils with but relatively few exceptions clear up spontaneously before the individual reaches adult life. A popular fallacy has at-

tributed the severe degrees of deafness developing in adult life and in old age to the result of untreated middle ear catarrh caused by tonsil and adenoid trouble in childhood. As a matter of fact the severe defects in hearing coming on in adult life or old age are not as a rule in any way related to the catarrhal deafness of childhood.

Childhood is the most precarious period of all, so far as the hearing is concerned. This is not, however, because of the very frequent occurrence of catarrhal deafness for this usually clears up spontaneously. The great menace to the hearing is from involvement of the internal ear, which involvement alone is capable of causing severe defects in hearing. In addition to the congenitally deaf, which constitutes a considerable number, total defect in the hearing occurs in children not infrequently as the result of labyrinth disease from the extension of infection from a suppurating middle ear disease or from a meningitis. The toxic action from the infectious fevers of childhood sometimes destroys the nerve of hearing just as does hereditary lues. All these conditions involve the labyrinth of the ear more frequently in childhood than in later years.

Deafness acquired in middle life is of quite a different character. It comes on insidiously involving as a rule one ear for a time but eventually affecting both. The trouble begins as an obstruction in the sound conducting mechanism in which there is superimposed sooner or later a degeneration in the labyrinth causing nerve deafness. This process, therefore, has all the characteristic tuning fork reactions of the adhesive middle ear catarrh and as a matter of fact is still often wrongly diagnosed as middle ear catarrh. A careful examination is usually able to exclude, in these cases, any middle ear disease. The defect in hearing at the outset is due to a bony fixation of the stapes which constitutes the key to the whole conducting mechanism. Unlike the middle ear catarrhs, this condition is not dependent on pathological conditions in the nose and throat. Heredity is the most frequent causative factor. The condition is not appreciably

influenced by any local treatment. Its progress is often dependent, however, on conditions of the general health. This ear disease of early adult life is often referred to as the hereditary form of deafness or otosclerosis. It frequently remains stationary over long or shorter periods and in its several forms leads eventually to profound deafness as a result not alone of the fixation of the stapes but rather from the secondary changes in the labyrinth. It is for this type of deafness that the electrical hearing device has its greatest field of usefulness.

When we come to the defects in hearing which begin after the age of fifty, these with but very few exceptions are due to degenerative changes in the internal ear and like otosclerosis are not in the least influenced by treatment to the ears. Moreover, these cases rarely receive any appreciable assistance from the use of electrical hearing devices. On the other hand, they rarely constitute the handicap that does otosclerosis, the reason being that in senile deafness the defect for many years is confined to the upper tone range which is used very little by the spoken voice. Otosclerosis, on the other hand, begins by producing a defect at the lower end of the tone range and therefore involves quite early that part of the tone scale most used in conversation. We hear from time to time discussion of prophylaxis and a campaign for conserving the hearing. Such efforts are of course chiefly applicable only to the catarrhal disease of the middle ear, a condition which but rarely leads to severe deafness. Something of course can be expected from the proper treatment and early cure of suppurative middle ear disease. The fact seems to be well established that the greater the degree of deafness resulting from changes in the conducting mechanism, the more likely it is that secondary degeneration in the labyrinth will sooner or later supervene to produce the severe degree of deafness which is possible only from labyrinth involvement.

The most frequent serious menace to the hearing exists in the condition known as otosclerosis and as yet no treatment

has been discovered which apparently influences appreciably the course of this condition. It is not impossible, however, that when we know more about the causes which influence the development of this disease, something may be found which will materially retard its progress. Owing to the important part which heredity takes in its causation, childless marriages or even refraining from marriage by those afflicted with this condition, would do much to prevent this source of severe deafness.

I have attempted to make clear that in cases of severe deafness, whether this be the result of developmental anomalies, extension of infection to the labyrinth from middle ear disease, secondary degeneration in the labyrinth from long standing obstructive middle ear deafness or of those changes produced by otosclerosis and senile degeneration, it is all one so far as our inability to improve the existing defect by treatment is concerned. For this reason, the great problem in these cases is not so much one for the practicing otologist as it is for those agencies which aim to ameliorate the condition of the hard of hearing. These problems are social and economic, such as the League for the Hard of Hearing aims to solve, this work to be supplemented by efforts to bridge the chasm by the use of suitable hearing devices and the cultivation of lip-reading. It is for the practicing otologist to determine what are the conditions causing the defect in hearing and whether these conditions are such as can be influenced by treatment.

I cannot close without calling attention to the deplorable extent to which those afflicted with incurable deafness are constantly being preyed upon by charlatans with bizarre methods of treatment holding out false hopes of improvement for conditions which a knowledge of their pathology shows very clearly cannot possibly be rehabilitated by any method of treatment since the changes are in the nature of a permanent degeneration and as such cannot be altered by treatment. Were it possible, for example, to remove completely the obstruction to sound conduction which is present in so many of these cases, there must still remain in all

cases of severe deafness the permanent nerve degeneration in the labyrinth which after all is the chief source of the deafness.

It is the duty of the otologist as well as those who are striving to ameliorate the condition of the hard of hearing to protect those afflicted with incurable deafness, so far as it is possible to protect them, from the imposters who are preying on these people, now by performing useless operations on the nose or by applying some, often secret, medical agents to the nose, throat or ear, now by employing electrical treatment, X-ray to the pituitary gland or what not. Sooner or later of course the public finds out that such treatments are of no assistance for improving the hearing, but before this can be brought about the unfortunate victims of these charlatans are numbered by the hundreds and the thousands.

President Phillips: Before I call upon the men who are to discuss this most interesting paper I would like to say that if any one in the audience feels enough interested in the success of the National Organization to come to me at the close of the session or sometime before this annual meeting closes and make known his wish to make a contribution of about \$100,000.00 for a permanent endowment fund for the National Association, it will give us great happiness. (Laughter and applause) Dr. Hays will open the discussion of this paper.

SUMMARY OF DISCUSSION

DR. HAROLD HAYS of New York earnestly called attention to Dr. Shambaugh's warning against quack practitioners who hold out false hopes to the deafened, stating that many cases of deafness are curable especially in the early stages and in children and urged the importance of going to the otologist without loss of time. He also spoke of the need of the otologists for the organizations and the connection between lip-reading and mental reconstruction.

DR. THOMAS HUBBARD of Toledo

spoke of the difficulty of presenting such a subject to a lay audience and Dr. Shambaugh's success in clearly doing so. He said that otology can really be very proud of its preventive work and that the sympathies of this audience made them particularly appreciative of this, and referred to the toxic action of wood alcohol upon the auditory nerve.

DR. L. H. EFFLER of Toledo referred to the present day physician's openness in confessing the limitations of treatment as probably the biggest thing in medicine today, and urged lip-reading instruction for hard of hearing children as essential in substituting seeing for hearing almost automatically, rather than waiting until adult life, as adult lip-readers frequently feel they cannot rely upon lip-reading exclusively.

DR. I. O. DENMAN of Toledo laid much of the blame for the amount of deafness to the delay or short-sightedness of the family doctor, approved the efforts of the Federation in the field of prophylactic treatment, and encouraged them to continue particularly with parents of children who have had infectious diseases.

MISS KENNEDY of Boston cited an interesting case of preventive treatment in her own family and PRESIDENT PHILLIPS cited incidents of quack practitioners in New York and warned deafened people against the national liking to be humbugged.

DR. SHAMBAUGH then closed the discussion by referring to the helplessness of the otologist who tells a patient the truth, after which the deafened patient insists upon going to quacks, also stating that it was not yet determined whether wood alcohol particularly reacts upon the nerve of hearing.

SECOND SESSION

MONDAY AFTERNOON

June 12, 1922

President Phillips: The meeting will come to order and the first paper of the afternoon is entitled "The Deafened Man in Business Life" by Mr. S. W. Childs of New York.

THE DEAFENED MAN IN BUSINESS LIFE

By MR. S. W. CHILDS

Mr. Chairman, ladies and gentlemen: I first want to say what a pleasure and inspiration it is to be here. I freely concede I had no conception of what this American Federation of Leagues for the Hard of Hearing stood for until I came here today and saw the gathering from all over the country. I think that our President, Dr. Phillips, has every reason for pride in his organization. There is an old and very trite saying that "In Union is Strength." It is the cornerstone of our government and is just as true today as ever, and the future of this organization is pregnant with possibilities of development that we cannot even imagine today.

When Dr. Phillips asked me to come here he gave me as a subject, "The Deafened Man in Business" and I took it. He meant me to discuss this from my own experience rather than to treat it along more theoretical lines. I have done this, and you will understand that what I have to say today I have tested and found true by the best of tests—day by day experience. And by the same token, you will also understand that I am not dealing with the man who is totally deaf, but rather with the question of how people who suffer from various degrees of impaired hearing may be expected to get along in the world of affairs.

In analyzing this subject, it would seem as though it might properly be considered, *first*, from the viewpoint of the deafened man, and *second* from the standpoint of those with whom he comes in contact. While this would seem to be the rational way of treating the question, owing to the fact that a wholly different problem would seem to be presented in each case, yet on careful reflection I am convinced that it all resolves itself into a study of the attitude of the deafened man himself, and that whatever this may be, is naturally, almost inevitably, reflected in the attitude of those with whom he deals.

You have heard it said that "We all make our own world." I venture to say that of none is this saying so completely

true as of the man or woman who suffers under the handicap of some physical defect, such as loss of sight or hearing.

If an example be needed, let me cite the well-known case of Miss Helen Keller, who very early in life became deaf, dumb, and blind. Her indomitable soul, instead of being daunted by such seemingly insurmountable obstacles, not only finally overcame them to the extent of an ordinary education, but today she has become a rarely gifted, highly cultured woman, and serves as an inspiration and a guide to others whose handicaps are not for a moment to be compared to those under which she entered the Race of Life.

It would seem almost as though she had been specially sent into the world to serve as a beacon light of hope for all who suffer from loss of sight and hearing. And it would be the worst of cowardice in those who are only *partly* affected to lose courage when a woman has fought and won against far greater odds than any we have met.

I said above, the man and woman who are hard of hearing hold within themselves the key to their own destiny. If they allow themselves to be weak, discouraged, and despondent over their lot they will probably, for a time, receive the sympathy they obviously seek (at least at the outset) and if they persist in such a course, the chances are that they will first be pitied, then endured, and then avoided.

How much better it would be to resolutely look facts in the face and instead of making the worst of things, make the best of them. Instead of weakly deploring our hard lot, we should strike a balance (as the business man would say) wherein our assets, as well as our liabilities, are listed, and by steadily conserving the former and improving them, we can be reasonably sure of some day showing a balance on the right side of the ledger.

There is one trait among those whose hearing has been impaired which is so common as to make it well-nigh universal—that is the desire and effort to cover up and conceal their deafness.

We have had among our acquaintances those who insisted on boring us with long

discussions of their ailments, real or fancied, and who in a way seemed rather proud of them, but the deaf man—almost never. Just why this should be so, constitutes an interesting problem for the psychological expert. Possibly it arises from the fact that deafness is not an obvious defect, such as blindness or loss of limb; more probably it is due to the fact that an impairment of hearing rarely comes all at once, but as a rule is a matter of very gradual growth and increases almost imperceptibly over many years. Whatever the cause, this attitude is a wholly mistaken one and is sure to be a great obstacle to his success in whatever line of business the deafened man happens to pursue. Instead of concealment and vain subterfuge, his attitude should be one of complete and unembarrassed frankness. He should remember that scarcely one man in a hundred is physically perfect, and the fact that *his* trouble happens to be in the Eustachian Tube or Middle Ear is no matter for shame or reproach. By frankly admitting his difficulty he will at once put those about him at their ease, and speaking from long experience I can say with absolute assurance that he will almost invariably find his fellowmen helpful and sympathetically coöperative. And, do not forget that where real study of a subject or piece of business is required, the deaf man has one very positive advantage. By shutting off his hearing apparatus he is at once free of all the disconcerting and disturbing noises which constantly assail the ears and nerves of his associates in a great city, and is thus enabled to concentrate more effectively upon the problems before him. All of which merely goes to prove what I spoke of above, that if he will look for them he will find that his balance sheet has assets as well as liabilities and that by proper handling he can improve the former and lessen the latter.

By testing out the various aids to hearing, electrical or otherwise, also by lip-reading, he can nearly always get sufficient help to carry on any ordinary business with some degree of ease and comfort, provided, as I said above, he will treat the matter in an open, unembarrassed way from the very start.

Any other course is hopelessly futile, and yet I have known men who simply could not bring themselves to employ the mechanical devices for hearing, and preferred to sit at a meeting, catching such stray words as might come their way and making a vain pretense of understanding what was going on. The ostrich who plunges his head into the sand is no more foolish!!

Before I close I want to say a word in regard to the obligation that rests upon every deafened man who has achieved some degree of success in the business world to help his less fortunate brethren. It is peculiarly and particularly our work, for none but those who know by experience what a handicap loss of hearing amounts to, can appreciate how difficult it is for the deafened man to get the right start.

It is unquestionably true that for some kinds of work he is as well, if not better, equipped than the man with good ears. as for example, in accounting and other positions which require great concentration and freedom from disturbing influences, and yet it is very difficult for him to go out and find these positions for himself. For years past one of the most interesting and important activities of the New York League for the Hard of Hearing has been its Employment Bureau, and I have no doubt the same is true (or should be) of similar organizations throughout the country. Every year, for a number of years past, the applications for help to the Employment Bureau of the New York League have run from two to three hundred, and a considerable proportion (from one to two hundred and over) have been annually placed in positions wherein they became self-supporting, self-respecting members of the community. If there is a better form of social service than this, I do not know it, and it is one that should particularly appeal to those of us who know and can appreciate the handicap under which our less fortunate brethren suffer. Our help, both of time and money, should be as generous and complete as our means and circumstances permit. And right here I cannot help referring to the splendid example set to all of us by our President, Dr. Phillips, and by Dr. Hays,

the President of the New York League for the Hard of Hearing. Their gifts, both of time, money, and service, in the interest of the deafened, have been unstinted and but for them I doubt if we should be here today.

But, thanks to them, we are here, and as I see we are pioneers in a great and worthy cause. For any movement may be called "great" which has as its main-spring and chief purpose the alleviation of the lot and betterment of the condition of those less fortunately situated than ourselves. Without such movements this earth would be a poor place to live in, and true progress stifled by selfish competition. The advance of civilization must have as its motto: "A fair chance for all"—and never such backward slogans as "The devil take the hindmost" or "The Survival of the Fittest."

Let us do what we can to keep this torch burning, this movement going ever forward. And remember that, as Dr. Hays has told us, it will include not only the "pound of cure" for the troubles we aim to alleviate, but, better still, the "ounce of prevention."

PRESIDENT PHILLIPS: The next paper is "The Deafened Woman in Society" and it is a very great pleasure to introduce Mrs. George L. McAlpin:

THE DEAFENED WOMAN IN SOCIETY

BY MRS. GEORGE L. MCALPIN
*of the Knickerbocker Studio
 Club of Speech-Reading
 of New York City*

I am asked to speak regarding the deafened woman as she moves in society and although modesty causes one to shrink from relating personal experiences, for the cause of humanity and for the sake of service, one would not remain silent.

To sympathize, to help, to encourage, these must be common experiences; and with the deafened I feel sure that the suffering and the struggle are the same, no matter what the environment.

One day a beautiful star appeared on

my horizon. Faintly it gleamed at first, often obscured by the fleeting clouds of despair. That star was the birth of hope. Was it possible that my eyes could be trained to take the place of my ears? Was it possible that I could keep in touch with my family and friends in delightful intercourse? It was possible. I would try.

All of this happened some years ago, but the star is still shining, leading me to new worlds to conquer, new lessons to learn, greater efforts to be made towards perfection.

From the first I thought speech-reading one of the most interesting studies I had ever undertaken. My teacher was charming. The pupils with whom I worked were delightful. The conversation class was very helpful, for there we learned confidence, poise, and easy social relations.

Three things I count necessary to success along social lines. First, courage; second, culture in all directions; third, a determined effort to master the art of speech-reading.

I will speak first of courage. One needs a great deal of that. I remember my physician's saying one day, "You are not so deaf. I know a woman so deaf that I cross the street when I see her coming." Was I down-hearted? Yes. But even a worm will turn, and the day came, when as a speech-reader, I turned the tables. If I see a man with a beard coming, I cross the street! I refuse to talk to him. Am I down-hearted? No.

Limitations must be met and recognized, but I have yet to meet the situation where a courageous and frank attitude will not attract companionship. There is always a kind friend who will give a clue to the subject of conversation.

So courage comes to the rescue leading through pleasant places towards the goal of liberation which we all long for.

Culture is an ornament that is especially becoming to those who have lost their hearing. We all delight to be with the person who can converse well on the topics of the day and whose mind is stored with the beauties of literature and art. A hobby is an excellent thing for

the deafened; it is not only interesting in itself but it gives one a sense of superiority. We have something that the crowd will want to know about!

I think it is conceded that dinner parties are generally a nightmare to us. But I have found my neighbors invariably kind. I always proceed to break the ice and get on terms of informality, remarking for instance, that I cannot talk while eating fish as I have a deadly fear of fish bones!

It is pleasant to be with those who are easy to understand. When you have the advantage of being the hostess, put these people near you, and your hilarity will doubtless amaze the company.

It may be argued that not all are intellectual and capable of culture, not all have the ability to succeed socially. But I insist that we all have latent possibilities of value and charm. Many of you have read the recent novel "Beggar's Gold." You remember the story is told of an old beggar, sick, hungry and tired, who lay down on his beggar's bag to sleep. In his sleep a great god came to him. "Look in your bag," he whispered. "It is not rubbish, but pure gold." The old man woke up and trembled. Quickly he seized the dirty old sack and jerked it open and out on the ground poured a torrent of gold and precious stones. No matter how poor your life may be, you must look into yourself and always you find gold. Enrich your life, dig deep for the gold, bring it to the surface and hand it out. New friends will come to seek it.

A determined effort to master speech-reading is essential to all success for the deafened. If you go to the public school for the deaf in New York you will see a sight of exquisite beauty. Those little children with their eager faces and bright, intelligent eyes seem to count it a supreme joy to be able to read their teacher's lips. It is a joy that we may all possess; and to that joy we may bring beauty of thought, grace of manner, expressiveness of face which will attract to us a host of friends. Let us who are older cherish the ambition to press on towards perfection.

It is said that there are good speech-readers and poor speech-readers. I say

we can all be good speech-readers if we will persevere. And one of the most important things to do is to cultivate and develop the faculty of observation. In illustration I will repeat a story I once heard.

An old professor of chemistry was lamenting that his pupils were not more observant. "The trouble is, gentlemen," he declared "you do not use the faculty of observation." Thereupon he picked up a jar of illsmelling chemicals. He first stuck his finger in the jar and then put it in his mouth. "Taste it, gentlemen," he said, and passed the jar from student to student. They all made wry faces as they licked their fingers. The professor chuckled. "I thought so," he said. "If you had used the faculty of observation you would have perceived that the finger I put in the jar was not the one I put in my mouth."

President Phillips: The next paper is entitled "The Deafened Woman in Professional Life," by Miss Julia E. Johnsen.

THE DEAFENED WOMAN IN PROFESSIONAL LIFE

BY MISS JULIA E. JOHNSON

Our excuse for talking about the deafened woman in professional life is that we are assuming there is a handicap. This is only relatively true. There is a handicap for any one in a position for which he is not fitted by ability or training, or for any one whose ideas of his vocation are still so indefinite that he cannot approach it with any degree of confidence or success, or for one whose opportunities are very restricted by outside circumstances. In these and in other ways, we are on a common foundation with those who hear. There is another apparent handicap which, the more I try to understand it, the more I try to analyze my own experiences, I think is largely psychological. Not wholly, but largely. It is based on people's not distinguishing clearly enough between what is merely unpleasant or disagreeable to do. We do not like, on account of our deafness, to approach people, to give them special trouble, to place ourselves in a conspicuous or embarrassing

position. Our sensitiveness or pride gets to the front. But these things are psychological. They are not a handicap unless we make them so. We must not confuse any disadvantage here with the fact of deafness, except as deafness contributes to that state of mind. What we need is clear thought and a sensible conclusion that we will do whatever comes to us to do.

The wrong mental attitudes are not held by us alone, but often by those around us as well. There is a tendency to shield or to discourage the deafened, to make her feel she cannot do so and so, or that certain aspirations, half expressed, are out of place. These and other things influence her and become a handicap unless she recognizes them for what they are and keeps her balance in spite of them.

The real obstacles of the deafened person's work in professional life are or should be comparatively few. Most obstacles, I feel convinced, can be overcome or got around where there is the will, the determination, or the initiative, and where one has something really worth while to give.

That deafened people do not more often overcome their special difficulties is due, to some extent, to the fact that the educational period is shortened, and that the environment is not all it should be. Environment is unconscious education. It plays on you without your being aware, and influences you. Those who lose their hearing early in life are thus at somewhat greater disadvantage than those who have lived normally; and of two who are equally hard of hearing, the one who has mingled most with the crowd is the better fitted to comprehend and meet occupational problems.

There are two classes of deafened people who are or might be in professional life: Those who have been trained before the hearing failed, and those whose hearing was lost very early. Their problems are somewhat different. The second need most of all the encouragement to take up a high aim, to feel that it is worth while. The first may need to change their work in ways not calling for such direct contact with

people or to specialize. We do not expect that deafened physicians, nurses, lawyers, and musicians, for example, can do exactly the same things as one who hears. Such training, or a strong attraction for special work, is too valuable not to be made use of. One might, for example, work with an assistant; or a physician might specialize in laboratory or X-ray work; a lawyer might turn from court to take up brief and record work, research, law librarianship, or even cataloging of legal literature. A musician might, like Beethoven, turn to composing, or to harmony or song writing; because music is not only a matter of physical sound, it is a matter of internal sound as well. I mention these things because one who has started out toward a professional career is apt to turn aside when deafness comes upon him, which he may afterward regret.

In other professions also there is a possibility for special work. In the case of a reporter, the ability to write well can be turned to authorship of a more permanent form. One of our reporter members has become very successful in magazine writing. Another deafened lady was a successful editor of a children's paper, using an ear-phone constantly, and coming into contact with many people in the course of her work. When circumstances enabled her to relinquish that position she went to France to study political conditions. Others have continued to hold their places in teaching or in kindergarten work, with the aid of hearing devices. Sometimes the nervous tension may be too great a strain upon the health, however. Success is not alone the ability to do a thing and to do it well, but to hold our place without undue strain aside from the stress of growing. It is also having something more than the mere essentials of living for ourselves, and something to give others that they may wish to have.

Working professionally in a business organization has the advantage of being comparatively free from outside strain, enabling one to give his best to the work in hand. I do not mean to say it has not its own problems. There are business standards to be met, rules, methods and

resources, or working facts to be learned. When these are learned the way is comparatively easy, that is to say, the work is related to one's capacity for the task in hand, and I think deafness is very little hindrance. That has been my own experience. There may be a prejudice to be met at first. I have not consciously experienced this myself, as I have had a very liberal-minded employer and this has been a most helpful factor in any degree of success I have found in my work. I have gone through business life from the beginnings, and each successive step has been a development.

When any new work has come to me, I have never been willing to say I could not do it, no matter what it might call for, I have taken it and done my best. Perhaps I have been something like the newly-arrived foreigner. He had occasion to attend a private concert where the principal performer was a violinist from his own country. During the applause the enthusiastic hostess, noticing his keen appreciation, turned to him and exclaimed: "Can you play the violin too?" "I guess so," he answered, "I never tried."

I have tried and observed a good many operations, and know they should not present obstacles when the hearing is not normal, always assuming the right mental and natural aptitude. My own work, however, is especially adapted, because it calls for very little communication. It is editorial work of a special kind, and also reference library work. It requires preparation and experience. Only enough instruction to point out occasionally what is to be done. It calls for more or less work at the public library. This offers no difficulties, except that at the start one needs to become familiar with rules and special resources so that one can find what he wishes with the least time and difficulty, and find all he wishes. One can have instruction in this through a friend or an attendant. My own method is to find out by observation and test. When I do not reach my results, I try again in some other way. I do not give up. I know I am expected to do any thing a hearing person would do.

I suppose all people have these diffi-

culties. Time and again I have had hearing people come to me and ask instruction in one point or another. Perhaps they have taken me for an attendant. When I have questions to ask among strangers I try to ask them in a form that will bring an easily understood reply. I do not mind explaining I am hard of hearing when it is necessary, but I do not believe in scattering the information needlessly. I do not use any ear-phone in business life. There are too few occasions that call for it. At special times, however, it may be quite indispensable. Another young deafened lady has worked at the library for a few years, in research, editing and revising for a publishing house. When one is starting out it is well to be prepared to do one's own work, if necessary. In the first place it is always well to deal directly with people in your own right. It gives more self-confidence, courage and resource. It gives the ability to measure up the work and the man. I early made up my mind to this, out of my personal experience, although I have reason to feel grateful, also, to some one whose vision and faith gave me the opportunity to enter the work that has brought me where I am today.

The finding of work for a deafened woman, we must remember, is concerned with no more factors than for a hearing woman, with the exception that there is apt to be a prejudice to be met, a lower aim and bargaining power to be compromised with and doubt of one's untried powers, the more pronounced because one is more alone. These, as I have said, are psychological factors, and the remedy is education; education not alone of the hard of hearing, but of the hearing as well.

Deafness is a fact that is hard to get around until you and others learn to live your life irrespective of it. Then you have very little to hinder you professionally or otherwise. You know you cannot hear the telephone or the dictograph, and some other things, but you will have forgotten otherwise that you cannot do anything else within reason that can be done. You will learn to live the life and follow the vocation you choose, not the

one that is assumed to be proper to your condition; not a circumscribed one, but that which has for you its own inherent attraction.

For the sake of the future it is better to expect too much of the deafened than to do the harm and lack the vision of not expecting enough.

(Proceeding to be continued.)

HAROLD HAYS, A TRIBUTE

From the New York League for the Hard of Hearing

WHEN any able man is chosen for national service his neighbors are filled with pride, for the neighborhood is glorified through the eminence of its notable citizen. But proud as friends and neighbors may be, there is always some affectionate regret. Dr. Harold Hays, the new president of the American Federation of Organizations for the Hard of Hearing, has resigned from the presidency of the New York League for the Hard of Hearing, with which he has been so long identified.

This step is the outcome of a promise made by Dr. Hays to the Board of Managers of the Federation at the time of his election at Toledo last summer, when he gave it as his opinion that it would establish an unwise precedent if any president of the Federation were at the same time president of a local organization. The Board, which according to the constitution of the Federation, elects the president annually, believes that the services of Dr. Hays are of the highest value in its present stage. He has been closely associated with Dr. Phillips, the founder and first president of the Federation, since its beginning. Dr. Hays brings to the Federation the same enthusiasm, courage and aggressiveness, the same sympathy and scientific resources that are so well known to the American Association to Promote the Teaching of Speech to the Deaf and to his home people of the New York League.

Dr. Hays was enlisted in the N. Y. League by Edward B. Nitchie in September, 1913, as the result of an article written by him for *THE VOLTA REVIEW*, which emphasized the need for an organization doing social work for the deafened and stated his intention of forming one. Although a New York otologist, he was not acquainted with the work of the Nitchie Service League, as it was then known, which, with its mem-

bership of 200, was already doing in a small way the kind of work which it has since developed so remarkably. Mr. Nitchie found in Dr. Hays a kindred spirit in his enthusiasm for social service, and the influence of the newcomer was soon felt, for the small League was presently reorganized by Dr. Hays on a scale which provided a foundation for unlimited growth. Drawing to itself the coöperation of a number of distinguished people, among whom were Dr. Wendell C. Phillips, Mr. William J. Curtis, Dr. Edmund Burke Thompson, Bishop Charles S. Burch, Dr. De Sola Mendes, Mr. George W. Johnston, and others, it became, in May, 1914, The New York League for the Hard of Hearing, and elected Dr. Hays the first president of the greater League.

Under Dr. Hays, and with a group of leaders such as Mr. Nitchie, Mrs. John Peyton Clark, Miss Juliet D. Clark, Miss Alice Dimock, Mr. John de R. Storey, to name the earliest of a long line of capable volunteers, the growth and success of this oldest of hard of hearing organizations has been phenomenal. A particular intelligent step was the engagement of a famous social worker, Dr. Jane E. Robbins, to guide the League into organized social work. Dr. Hays proved to possess high qualities of leadership. In times of crisis he has never failed to carry the full responsibility of the work upon his own shoulders; he has faced difficulties without number, both within and without the League, with a courage which has carried the organization safely over every obstacle. He has taken part in every project and has personally raised large sums for carrying on the work. He has originated new ideas, and he has never failed to welcome heartily any new ideas advanced by others. Literally all he is and has is given to social work for the hard of hearing with both hands.

With such complete devotion to our

cause it is impossible to remember that Dr. Hays is not hard of hearing; indeed, one could never remember it except for his beautiful courtesy to deafened people, and his pains to make sure that they understand everything. Indeed, his better hearing seems to be merely for our service, as all his other powers are. When he went away to France, many of us felt that he went into the fighting as our representative, since our reduced hearing barred us from active service, and every member of the League is proud of his war service and his war writings.

The New York League does not lose Dr. Hays in giving him to the Federation as its president. He will continue actively in the work, particularly at the head of the child welfare work which promises to be of such important public service. It is an enlistment for life, in the sense embodied by Mr. S. W. Childs, when, at the League's 1922 annual meeting, in a speech moving the acceptance of the president's annual report, he said: "Dr. Hays is not only the president of the League; he is the heart and soul of the League."

A PITIFUL CRY FROM RUSSIA

IN MOSCOW there are posted placards in which the American Relief Administration advises Russian citizens who have relatives or friends in America to apply to them to deposit a certain amount of dollars for which foodstuffs will be sent for them to Russia.

Russian deaf pupils and their teachers do not have in America any relatives or friends who could pay for food shipments to them, but they do have in America "relatives" in misfortune (American pupils) and colleagues (teachers).

As director of the deaf and dumb division of the People's Commissariat of Instruction, in charge of Russia's largest institution for the care of the deaf and dumb, I have decided to appeal through the Volta Bureau for aid to the Russian institutions for the deaf and dumb at this critical period. Lack of food, clothing, shoes, school supplies, heat and light, threatens the further existence of these institutions. The acuteness of the hunger suffered by the children may be seen from the fact that for 10 days the following ration is provided for a child: millet 1-3/4 lbs., peas 1/3 lb., "potato flour" 1/2 lb., herring 1-1/3 lb., butter 1/2 lb., sugar 1/6 lb., salt 1/2 lb., and potatoes up to 10 lbs. Bread is given to the children a little less than 1/2 lb. per day.

As regards feeding of the school staffs, who are paid about 10 million rubles monthly, which in February only

equaled about 10 pre-war rubles, they are allowed out of Government stores about 15 lbs. of flour, 3 lbs. of herring, 1 lb. of salt and 1/8 lb. of malt coffee per month.

Small wonder that under these circumstances the children frequently faint from exhaustion and are absolutely unable to study, while the staffs are suffering from sickness, and dying before their time. Besides lack of nourishment, the health of the children is also being undermined by the lack of sufficient clothing, shoes and soap; it is even impossible to repair and mend worn clothing, as there are not even thread and other materials for this purpose. Equally sad are conditions with school supplies, such as copy books, pencils, colors, paint-brushes, paper and so on. For instance, a school of two hundred pupils has been allowed only 24 pencils and 1 rubber eraser for the whole school year.

In all of our institutions the need is great. Help, brothers across the ocean, while it is not yet too late, while our schools have not yet been closed, and save Russia's schools for the deaf and dumb!

EDITOR'S NOTE: This letter, written by Mr. F. Rau, Principal of the Arnold-Tretiakoff School for the Deaf and Dumb, Moscow, was translated for us by the Russian Embassy. Mr. Rau gives us a list of the fifty-two schools and kindergartens for the deaf in Russia, with the number of pupils in each. Send your donation to the Volta Bureau and it will be forwarded gladly. If you act promptly, we can make it a Christmas gift.

"The best that we find in our travels is an honest friend. He is a fortunate voyageur who finds many."—Robert Louis Stevenson.

TO ALL THE READERS OF THE FRIENDLY CORNER:

In October the Friendly Corner was two years old and the third birthday candle was lighted. In 1920, a reader and admirer of the VOLTA REVIEW thought what a fine thing it would be if there was a page for everybody in the magazine. So she wrote a timid little two-column article and sent it in to try its luck. It received a very cordial welcome and that encouraged the reader to write again and yet again. For a year, letters came in to the Friendly Lady. Some of them were sad and some of them were merry. Some of them were perplexed and questioning; others full of positive opinions and interesting bits of information. The Friendly Lady was asked everything from good books to read and what to give the family for Christmas to how to organize a club for the hard of hearing in a large city. Every letter received a personal answer and an earnest effort was made to assist and advise the inquirer. There was one time when the Friendly Lady was frankly puzzled. She had written pages in the VOLTA REVIEW, and letter after letter urging all the deafened readers to study lip-reading, wear hearing instruments, attend classes, lectures, and social good times for the deaf,—and where there were no facilities, to hunt up some other good workers and create them for themselves. But a large number of letters began to come in from people who lived on farms and ranches, and other isolated places. They said they could neither afford the time nor expense to go to a city and attend a school or join a club. Yet they wanted—*how* they wanted—all

the advantages that social intercourse with others like themselves would bring. The Friendly Lady worried and puzzled over that problem until one day the answer came like flash, a CORRESPONDENCE CLUB. A club in which members could write to one another as friends. Those who lived in the country could tell of their occupations and interests; those in the city could reciprocate and also narrate the doings at the clubs and schools. The idea was tried out and met with immediate success.

In October, 1921, the Friendly Lady paused and looked around. In one year, the Friendly Corner had attained a splendid growth and made many friends. Everything attempted had been achieved and yet she seriously considered ending it all. That was because of what she saw when she looked into the future. She feared getting into a rut and never being able to get out. There were many loyal friends, but there were many other readers who had never responded in any way. Everyone was not doing his part, and she knew that the Friendly Corner must move forward or cease existing. So she wrote her opinions on the matter very frankly and asked the readers how much they wanted the Friendly Corner and how much they were willing to do to keep it in the magazine. You should have seen all the letters that came in from strangers as well as friends, expressing their loyalty and offering their support! The Friendly Corner *moved forward!* This past year has been a busy one. All manner of problems have come up to be solved; questions asked and answered; a frank interchange of facts and opinions; the organization of more clubs and leagues in the cities; the re-arrangement of the big Correspondence Club into seven or eight groups with twelve indi-

viduals of congenial tastes in each group and a captain in charge. A unique organization, called the Correspondence Club of North America, was formed, and each social organization for the deafened was asked to send the name of a representative of its club or league. *Twenty-three* responded and joined! This tends to unify the various organizations and promote closer friendship and more sympathetic understanding.

We are entering on another year of work and pleasure. The Friendly Corner has found its niche in the world and while there is no thought of disbandment, the Friendly Lady is far from satisfied. There is so much work to be done. We need to make our magazine bigger and better. It is already indispensable to many of our readers. Alas, it is unknown to many who need it sadly. There are more people with defective hearing in one large city alone than subscribers to the *VOLTA REVIEW* in the whole of the United States. Very few of them have ever heard of the magazine. I am meeting them constantly in my travels and telling them about it. Are you? It is your duty to tell them about it and secure their coöperation. Are you willing to bring this about? If you don't know how to bring in new subscribers, write to me and I will tell you. Better still, get the subscribers, and write and tell me how *you* did it.

The past three months, I, the Friendly Lady, have been traveling in Europe. Several of the readers have asked me to tell about my trip, and so, at the risk of boredom, I will tell you about our voyage across the Atlantic. We sailed on the good ship *Providence* from New York, on June 17. To my utmost surprise, I found a host of letters awaiting me from my Friendly Corner friends, all wishing me *bon voyage*. When we went to dinner that night, there was a huge basket of gorgeous pink roses, "Dorothy Perkins" and "Baby's Breath," with a great pink bow atop the handle on the table. I sat down and admired those roses for a long time, never once dreaming they were for me. Then it occurred to me that I might find out the names of table companions (whose names I knew I wouldn't hear when they introduced themselves. They had not yet come down,—so here

was my chance.) It took my breath away to read my own name. There was an accompanying card, "To our beloved Friendly Lady, from the Johnny-Jump-Ups." Now almost all of you know that the J.-J.-Ups are the young people's group in the Correspondence Club, and that they are scattered from Massachusetts to California, Canada to Florida, and yet somehow they had managed this delightful surprise. I was convinced that rewards are given elsewhere as well as in heaven.

It was a delightful voyage — just enough warm sunshine and blowing of wind and tossing of spray to give one an understanding of all the sea stories one has read. Be sure and read Conrad, Stevenson, London and William Beebe before crossing the ocean. Someone told me that sea-sickness never troubled deaf people, and I managed to confirm the tradition, although I must confess to one or two doubtful moments. It was fun to stretch out on the long red steamer-chairs and watch the people, some asleep with their mouths open; others gorging on candies and cakes; still others tramping by on their "daily constitutionals." By went a fat Italian priest, laboring as the ship climbed upwards; by went young school-girls in flat shoes and swagger coats, their bright scarves blowing out as they turned the corners; by went young boys, always running and sliding as the ship slipped down over a wave; and a deck steward passed with hot tea and crackers. Good-looking French sailors hurried by. They are short and lean and dark, with hard white teeth. They wear sky-blue suits and little caps with a bushy scarlet pompon. Some of the people tramped by so many times they drove me distracted. Eleven laps around deck B was equal to a mile. Miles—and—miles.

The *S. S. Providence* was a good-sized French ship of the Fabre line. French conversations are *not* easy to lip-read, but gestures are the same in any language. French meals are served in a bewildering fashion. First the *hors d'oeuvres*—how one shies at pronouncing the word! There are ripe black olives, fish preserved in oil, two or three salads, onions, what-not, all of which you are supposed to sample. Next comes a soup

course followed by a fish course, then just one vegetable, likely as not cauliflower or a few lonely peas. When you feel that you have completed your meal, you have really just begun. The meat and potatoes arrive, dressed and garnished as only the French can do it. Dessert, fruit and cheese are all served as separate courses. The waiter is decidedly disturbed if you do not manifest a hearty appetite. Red or white wine is served to those who like it—I don't.

The daily news is received by wireless and posted, but one needs a French dictionary at hand. There were movies, antiquated comical movies, at night. The dance music was played on a victrola, and it changed time when the boat rose and dipped, so that the young people soon quit in disgust. On the second-class deck were many young Italians, about forty couples. They played tinkly music with guitars and banjos and danced on the broad deck under the full moon. They danced folk dances and grand marches with much gusto and enthusiasm. It was much more interesting to watch them than to mingle with the others. Once or twice M. Curci, (Galli-Curci's brother-in-law by her first husband) condescended to play an accompaniment for one of his pupils, a fine tenor, M. Viviani, but once the people made a mistake and applauded in the wrong place when the young man paused to get his breath, and Galli-Curci's brother-in-law *primo* got up and stalked out of the room in great disgust.

We passed by the Azores Islands and at once a poem Miss Laura A. Davies had written and sent to me flashed into my mind.

"I love the dancing waves that run
The silvered pathway from the sun
The curling crests that break and throw
Their smoke spray to the wind, as though
Volcanoes hidden in the deep,
Had cut the surface at one leap;
And then o'er-powered by a might
Far greater than their own delight,
Had dropped beneath the changing tide,
To hide and nurse their wounded pride."

The islands are of volcanic origin and loom up in the distance like some mythical grey mountains conjured out of the sea. Their hard rugged outlines are forbidding, and the clouds that always hover overhead lend an air of mystery.

We drew quite near to Fayal, San Jorge, Pico and Terceira in the order named. The grey turned to a greenish tinge, and through glasses we could see the precise squares of vineyards and fields. The land seemed very barren and the farms scattered. The villages on the shore looked like little clusters of white stones, as though some giant in the cloud at the top of the mountain had been throwing pebbles into the sea. We could make out a few roads and waterfalls, and now and then the spire of a church. These islands belong to Portugal and the principal exports are pineapples, tobacco, grapes and wine. Have you ever eaten a Fayal orange?

Our next sight of land was the Rock of Gibraltar—a mountain of rock rising sheer from the water. Its rugged outline was sharply drawn against the sky, and it seemed to be invested with a stern forbidding spirit. You remember that it is riddled with loop-holes for cannon. Gibraltar is on your left as you enter the Mediterranean. On your right is the dim coast of Africa. Beyond Gibraltar is the coast of Spain, extending in a series of rolling hills, and vanishing into a golden mist. The water seems much more real than the shore. It is like looking at reality placed against unreality—or fact against imagination. One could almost believe one saw "castles in Spain." Near Gibraltar we saw a cluster of stone houses and a fort, the town of Tarifa. Did you know that here we have the origin of our word "tariff?" In olden days the place was infested with pirates who preyed on shipping and commerce and who exacted a heavy toll of all ships passing through. As you round the Rock of Gibraltar, the side rises still more precipitously from the water's edge, and this is emphasized by two long smooth slabs of cement, running almost all the way up—put there, I was told, to serve as water-sheds. There was a lighthouse on a jagged piece of rock and the apparatus of a wireless station, but the Prudential Life Insurance advertisement seems to have been washed away!

On the way to Sicily we were hailed by the *Italia*, bound for New York, and asked if we would take back some stowaways from their ship. We watched the lifeboat put out from the great liner

and approach our ship. It was full of dark Sicilians—men and boys—who had hoped to hide themselves and remain out of sight until they reached America. They all had on life-belts, in case one of them became desperate and plunged them all overboard. I thought there might be five or six, but there were *twenty-seven*. One man had on a bloody bandage, testifying to a stiff fight before his surrender. We watched them pull alongside and clamber up the gang-plank and into the steerage. It is not poverty that keeps these men from America, for many of them have sold their farms and amassed a small fortune. It is their inability to pass the *health* laws required for immigration. However, one could not help feeling pity for them.

I have told you something about my trip. Would you care to hear more about it? If so, please write me.

Before I left America, the Volta Bureau received a helpful suggestion from Miss Morgenstern of New York, who was then traveling in Germany and Austria. I will quote her own words:

"By the way, many of the hard of hearing here use electric earphones. Finding the cost of the batteries, which, as you know, run out after a while, too high, they get a flash-light battery of the same size and form as the ear-phone battery and have a tinsmith make two little openings for the wires to fit in. These flash-light batteries are more permanent and so the hard of hearing are saved the constant expense of buying new batteries, which to some is above their means at present. Perhaps some hard of hearing mechanic in the U. S. with a bent for electricity, could find a field for himself by learning to prepare such permanent batteries for earphone users."

Have any of our readers experimented along this line?

In the May number of the *VOLTA REVIEW*, I quoted a letter from a gentleman who referred to an article he had read in the *Chronicle* of the New York League, which took up the topic of "progress in lip-reading." For the exact wording of his letter, I refer you to the letter in the May number as quoted. Some of the readers have taken exception to this letter on the ground that it put the *Chronicle* in a wrong light and was unfriendly. I am sure that the gentleman in question did not intend to convey such an impression. His illustra-

tion of his attempts to learn to ride a bicycle was used as a parallel to show that although lip-reading may seem to show no progress, like the bicycle feat, the end may suddenly be attained if patience and practice are continuous. If there are others who read a different interpretation in these lines, I can only say that I am sorry if there is a misunderstanding here, for all of us who have read the *Chronicle* know that it is an ardent champion of lip-reading for the deafened.

I will end with a little verse on lip-reading, contributed by a member of the class of lip-reading in the Los Angeles Public School.

READING THE LIPS

"Reading the lips is quite an art,
In which science we've made a start,
Movements by dozens go up and down,
Backward, forward, puckered and round,
Open-mouth, closed-mouth, lips and teeth,
Baffle our eyes when friends we greet.
We glance around with puzzled air,
Then concentrate our minds with care,
Trying to tell what has been said
By friend, bard, sage, or young co-ed.
But that's not the way, friend of mine,
Precepts are learned, line upon line;
Vision is trained, with greatest care,
Mind is taught concentration rare,
Until with method's subtle art
In conversation we take our part.
O send this message, spread the news,
Bring in the deaf, none will refuse
The joy that's found in fellowships.
By those who try to read the lips.—Florence M. Hopkins.

Yours for a happier and better
Friendly Corner the coming year,
THE FRIENDLY LADY.

Write to me at 1601 35th St. N. W.,
Washington, D. C., and you will receive
a personal reply. Please enclose a
stamped, self-addressed envelope.

A NEW SCHOOL

The Hubert Studio of Speech-Reading, Washington, D. C. was opened on September 25 by Mrs. Maud Douglass Hubert, with a reception to pupils and friends. Mrs. Hubert was formerly an instructor in the Kinzie School.

KENTUCKY SCHOOL

The Kentucky School of Speech-Reading, Louisville, has been opened by Miss Anna M. Finster.

AN EVER-CONTINUING MEMORIAL

BY FRED DE LAND

(Continued from the October number)

ONE of the earliest of the serviceable products of Alexander Graham Bell's extensive researches into the causes of congenital deafness was a scholarly and scientific treatise on heredity. It was an interestingly presented study of the possible formation of a deaf variety of the human race; a study based upon the results of transmission by heredity through "marriages of persons possessing the same congenital peculiarities." The original results of this study were presented to the members of the National Academy of Science, at the New Haven meeting held November 13, 1883, under the rather unfortunate title of "Memoir Upon the Formation of a Deaf Variety of the Human Race." The following year, (1884), he presented the treatise with the statistics revised to date at the Philadelphia meeting of the American Association for the Advancement of Science. He also presented the treatise including the revised statistics, and also additional information about the genealogical history of families in which deafness had occurred during several generations, at the fifth Conference of Principals and Superintendents of Institutions for Deaf-Mutes, at the meeting held in Faribault, in July, 1884.

This valuable contribution to the literature of scientific research won high commendation from scientists in all countries, not only because of its addition to knowledge of the influence on the offspring of marriages of the deaf with the deaf, when there was a predisposition to deafness in the family history, but also because he presented undeniable evidence that the law of selection might be used to impress *desirable* rather than undesirable characteristics on the offspring of the union of any two individuals.

Alexander Graham Bell held that during "the last fifty years there has been some selective influence at work which has caused, and is still causing, the continuous selection of the deaf by the deaf in marriage. . . . There are good grounds for the belief that a thorough

investigation of the marriages of the deaf and the influences of these marriages upon the offspring will afford a solution of the problem: To what extent is the human race susceptible of variation by selection?"

While studying the records of six of the largest institutions for the deaf, he observed such a frequent recurrence of names, "by no means common in the community at large (that) the inference is irresistible, that in many cases the recurrences indicate blood-relationship among the pupils."

Taking the surnames of 2,106 pupils admitted to the American Asylum at Hartford between the years 1817 and 1877, he found that one surname appeared twenty-five times, another twenty times, another seventeen times, while a fourth name appeared twelve times. He also found that two names occur thirteen times; that three names occur eleven times, and so on down a long list; and that there was a recurrence of surnames among sixty-three per cent of the 2,106 pupils.

Furthermore he found that in the American Asylum, 693 pupils had one or more relatives deaf and dumb; 224 pupils had three or more relatives deaf and dumb; while 120 pupils had four or more relatives deaf and dumb. Also he found that 32.9 per cent of all the pupils in the American Asylum had deaf-mute relatives.

He found, in the list of 1,620 pupils admitted to the Illinois Institution, between the years 1846 and 1882, that one surname occurs 18 times, one 16 times, two 10 times, two nine times, etc.; and he found that in 231 cases, representing 667 pupils, or 41 per cent of the whole number of pupils, there was a recurrence of surnames two or more times.

Again, he found that in six of the larger institutions in the United States, reporting a total of 5,823 pupils, there were 1,719 pupils, or 29.5 per cent with deaf-mute relatives, and he states his belief that "if this proportion holds for the whole country, we must have in the

United States about 10,000 deaf-mutes who belong to families containing more than one deaf-mute." And he added this warning: "It is to be feared that the intermarriage of such persons would be attended by calamitous results to their offspring."

Then he presented statistics compiled from the published reports of these six institutions, showing "that of 2,262 *congenital deaf-mutes*, more than one-half or 54.5 per cent had deaf-mute relatives; and that even in the case of those pupils who become deaf from apparently accidental causes, 13.8 per cent had other members of their families deaf and dumb."

In his "Introductory Remarks" Alexander Graham Bell refers to the repellant power of "the same congenital peculiarities" so far as a union in marriages is concerned and holds that, "it is reasonable to suppose that if we could apply selection to the human race we could also produce modifications or variations of men." Then he directs "attention to the fact that in this country *deaf-mutes marry deaf-mutes*." Furthermore he shows that an "examination of the records of some of our institutions for the deaf and dumb reveals the fact that such marriages are not the exception but the rule."

In concluding this valuable contribution to scientific literature, the natural modesty of the man is readily apparent, for he wrote: "Although the statistics I have been able to collect are very incomplete, I have ventured to bring the subject to the attention of the Academy in the hope that the publication of the results so far obtained may lead to the completion of the statistics."¹⁷

Among the conclusions he presented are the following: "However imperfect may be the records of the marriages of the deaf, it is abundantly evident (1) that there is a tendency among deaf-mutes to *select deaf-mutes as their partners in marriage*; (2) that this tendency has been continuously exhibited during the past forty or fifty years; and (3) that therefore there is every probability that the selection of the deaf *by the deaf in marriage will continue in the future*." And he added: "It is evident, then, that we have here to consider, not an ephem-

eral phenomenon, but a case of continuous selection."

In the chapter entitled "Deaf-Mute Offspring of Deaf-Mute Marriages," Alexander Graham Bell gave due credit for the warning on this subject given deaf-mutes and the profession several years earlier by Rev. W. W. Turner, and by Dr. Harvey L. Peet, against the deplorable results likely to follow the marriage of deaf-mutes with deaf-mutes.

Deaf-mutes paid little or no attention to these warnings given by their teachers; and they ridiculed this latest warning. But when the general public finally grasped the import of the facts Alexander Graham Bell had so ably marshalled in scientific array, deaf men and deaf women stopped scoffing and began to do their own thinking. Hence a more enlightened opinion now prevails.

An important by-product of his extensive researches on the causes of "family deafness" was the deep study of "a possible correlation between defects of the senses," which Alexander Graham Bell made during the years 1882-87. A summary of his current conclusions appeared in *Science* early in 1885, and was considered so valuable a contribution to the literature concerning the causes of and the apparent reasons for correlation in defective senses, that the editor of a leading medical journal republished the article in full.²⁰

In that contribution Dr. Bell stated:

"People sometimes assume that a defect of any important sense is balanced to the individual by the increased perception of the remaining senses. For instance, it is often thought that deaf persons have better eyesight than those who hear, and that blind persons have better hearing than those who see. The returns of the tenth census of the United States, (1880), concerning the defective classes show clearly the fallacy of such a belief. They indicate that the deaf are much more liable to blindness than the hearing, and the blind more liable to deafness than the seeing."

In the form of seven tabulated statements he presents in detail a carefully computed "Analysis of the defective classes as returned in the tenth census of the United States," and adds:

"The tables seem to indicate that in

the case of deafness, blindness, idiocy, and insanity some correlation exists; for persons having one of those defects appear more liable to the others than persons normally constituted, and doubly defective persons appear to be more liable to be otherwise defective than persons having a single defect. . . ."

After presenting further tabulations, showing the results obtained in analyzing over 246,000 cases, and the conclusions he draws from the results, he adds:

"The apparent correlation between deafness, blindness and idiocy, may possibly indicate that in a certain proportion of cases these defects arise from a common cause, perhaps arrested development of the nervous system."

After explaining that his study of this subject is not completed, he stated in the concluding paragraph:

"Not only are children who are simply deaf sometimes sent to idiot schools, but idiotic children who hear perfectly are often sent to institutions for the deaf and dumb, when it becomes the painful duty of the principal to undeceive the parents as to the real condition of their child. The difficulty in distinguishing these two classes of defective persons arises from the absence of articulate speech. Children who are deaf from infancy, and idiots, do not naturally speak, but from very different causes. In the one case, the cause is lack of hearing; in the other, lack of intelligence. The judgment of unskilled persons regarding the intelligence of deaf-mutes should evidently be received with caution."

The opinion of foreign scientists concerning the practical character of the treatise may be summed up in the statement of England's eminent scientist, Francis Galton, who wrote: "The interest of this strange story is twofold: In the first place, it shows how easily a marked variety of mankind may be established in permanence by a system of selection extending through two or three generations; and, secondly, it is an instance in which strong social, and possible legislative agencies, are sure to become aroused against unions that are likely to have hereditary effects harmful to the nation."¹⁸

The opinion of American scientists may be perceived in a presentation of

one statement in a semi-scientific article written by Professor W. K. Brooks: "He, (Dr. Bell), renders the community an important service by pointing out this danger; but it seems to me that the chief value of his work is not in this direct practical bearing, but in the convincing proof which he furnishes to show that the law of selection does place within our reach a powerful influence for the improvement of our race."¹⁹

In 1882, eleven years after Alexander Graham Bell came to the United States to train teachers who desired to teach speech to deaf children, the number of speech-teachers exceeded a hundred. Thus it was natural that there should be advocated the advisability of forming a national association for "articulation teachers" only, and a practical plan was presented to him with the request that he assist in promoting such a movement. In his reply he stated his belief that to form an association designed exclusively for "articulation teachers" at that time would not only be "premature," but that such action might "be considered in an antagonistic light by the majority of the teachers of the deaf," who, not being teachers of speech, would be barred from becoming members. In other words, the thought uppermost in his mind then, as it was in 1871, was do nothing that might aid in preventing the proper teaching of speech in the sign-language institution. Above all else consider first the rights of the helpless deaf child.

In his reply he also stated that when the proper time came for organizing such an association he felt that it would be better to have it organized by teachers of the deaf, and not by laymen, no matter how deeply interested the latter might be. After the teachers had organized it, then let it grow from the outside.

At that time Alexander Graham Bell believed that instead of forming an entirely new organization, more ultimate good to the deaf child might possibly be obtained, provided that a section or department composed of articulation teachers could be formed within the existing organization, known as the "American Instructors of the Deaf." He also believed that if such a section was organized, special provision should be made for admitting to membership not only

teachers of the deaf, but all persons who were interested in promoting the intellectual welfare of the deaf. He also stated his belief that if a separate section could be organized within the existing body, provision should be made for the receipt by this proposed section of endowments, legacies, gifts, etc., and that it was the proposed section and not the main body of the organization that should have sole jurisdiction over any funds received by the proposed section. For if the proposed section presented practical demonstrations of what were believed to be better methods of teaching speech, funds would be required to meet the necessary costs of such demonstrations.

He further expressed his belief that if a new association was organized, or if a section was formed, the sole object in either case should be simply to "promote the teaching of speech to the deaf." He believed that if an effort was made to include any other movement, as for instance, as his correspondent suggested, to make it an association to promote the opening of day-schools for deaf children, it would, at that time, "be like going into the water with a stone tied around the neck." He would like to see many day schools opened; but he made very clear his belief that the proposed organization should take no action as an association that could be construed as favoring the opening of day schools, nor should it, as an association, enter into any controversy concerning the advantages inherent in given methods of instruction.

In 1884, David Greenberger, then the head of the school for deaf children in Lexington Ave., New York, N. Y., wrote to Alexander Graham Bell that he believed that a convention of teachers of articulation should be held "for the purpose of discussing questions relating to our work and devising means for promoting the same."

Dr. Bell readily agreed to the need of such "a meeting," or conference. So Mr. Greenberger invited the principals of the speech schools located within reasonable distance of New York, to meet at his school and "discuss the advisability of a convention of articular teachers, this year (1884)."

This cordial invitation was accepted by a number of the leading teachers, including Miss Harriet B. Rogers, Miss Sarah Fuller, Miss E. L. Barton, and others. Alexander Graham Bell and Mr. Greenberger were also present. Sessions were held on February 27, 28, 29, 1884. Different subjects were discussed and the following among other resolutions were adopted:

"1. Resolved, that a convention be called for the purpose of discussing and improving methods of teaching articulation to the deaf, and for the promotion of the course of articulation teaching in America. . . .

"2. Resolved, that A. Graham Bell, Miss H. B. Rogers, and Miss S. Fuller, the surviving members of the committee of arrangements appointed by the last convention of articulation teachers, which met on the thirteenth day of June, 1874, at Worcester, Mass., be requested to carry out the foregoing resolutions."

The original minutes of that little conference are before me as I write, and it is of interest to note the insertion in ink in the handwriting of Alexander Graham Bell, of the words "and improving" in that first resolution, and also of the closing sentence "and of devising means for the promotion of the cause of articulation teaching in America."

That "committee of arrangements" suggested the following listed topics "for consideration at the convention": "1. First steps in articulation teaching. 2. Voice-training. 3. Speech-reading. 4. Classification of the deaf in regard to articulation teaching. 5. Artificial aids to hearing. 6. *How best to make speech the vernacular of our pupils.* 7. Difficulties experienced by deaf articulators on account of the irregularities of English spelling. 8. Articulation as a means of instruction. 9. Prerequisites of a teacher of articulation. 10. History of the methods of teaching speech to the deaf. 11. The best means of promoting the cause of articulation teaching in America. 12. Statistics and results of articulation teaching in America."

A paragraph in the Call for the Convention "cordially inviting all friends of the deaf" to attend, reads: "All those who intend to present papers on one or more of the above topics, *or on other*

subjects of similar character, are requested to notify the local committee as soon as possible." Thus no comment appears necessary to emphasize the high and helpful character of the subjects listed on that program for a convention held thirty-eight years ago.

By the way, what were you doing for the deaf thirty-eight years ago?

On February 29, 1884, Alexander Graham Bell mailed several hundred nicely printed four-page circular letters to teachers and friends of the deaf, that bore the names of the three members of the committee of arrangements. Therein attention was called to the generous invitation extended by the "Board of Trustees of the New York Institution for the Improved Instruction of Deaf-Mutes to hold the convention at that institution," an invitation that was unanimously accepted. The benefits that ought to accrue from holding such a convention were outlined, and it was stated that "the teachers who, singly, are weak and uninfluential, will by organization into one body, acquire power and influence." It was also stated that "considerable diversity of opinion exists as to the best methods of training the vocal organs, and of teaching the important art of understanding speech by the eye; hence a friendly discussion of the methods of teaching articulation and speech-reading will certainly result in good. A comparison of methods and of experiences will be beneficial to all, and must lead to improvements in the system of instruction."

It is evident that Alexander Graham Bell believed in a "follow-up system" of circularizing. For on March 4, 1884, he mailed from Washington several hundred copies of a second circular letter, very optimistic in tone. In reality it was the official call for the convention, and extended a cordial invitation to all to attend.

That third convention of oral teachers of the deaf might well have been called the first international convention of oral teachers. For there were two delegates from England. The sessions were held during the four days June 25-28, and the registration list showed an attendance of 109 teachers of speech and of fifty-two teachers of other methods. The proceedings of each session were steno-

graphically reported, and the published proceedings show that many of the papers at that international convention are not only interesting to teachers of the present generation but helpfully instructive.

The optimistic spirit actuating the delegates to that convention of oral teachers created an atmosphere that in turn exerted a beneficial influence on public opinion during many years. For instance, a circular distributed at the convention contained a compilation of statistics supplied in 1883, by the heads of fifty-four institutions and schools. According to that circular, while some of the institutions employed one or two speech-teachers, none of the following named institutions employed even one teacher in 1883, while the number reported employed in 1921 follows:

Alabama Institution.....	15
Arkansas Institution.....	9
Colorado Institution.....	13
Georgia Institution.....	14
Kentucky Institution.....	17
West Virginia.....	10
Texas	22

The proceedings of that convention state that "about 200 persons attended the opening meeting of the convention, which was called to order by Professor A. Graham Bell," who then turned the meeting over to the temporary chairman, Rev. F. D. Wines. Later Dr. Bell was elected president, and during his presidential address called attention to the large number of deaf children not being taught speech and to the great need of more teachers of speech, and asked "where are you going to get teachers?" He also said: "In regard to this convention, I think that its chief objects are two in number. First, the improvement of the methods of teaching speech to the deaf, so that we may get better speech—that they may speak better, understand better. Second, the devising of means to promote the cause of articulation, so that we shall have a larger percentage of deaf children taught to speak and to understand the speech of others." During the discussion of the subject of the reëducation of the sense of hearing, Dr. Bell expressed the belief that in certain cases the sense of hearing may be reëducated so as to be of

assistance in learning to speak. However, in using instruments, he advocated "*very gentle means*." . . . When participating in the discussion concerning the proper method of instructing young deaf children, Dr. Bell said: "Mr. Greenberger commences with simple words. I commence with complete sentences. I think that we should bring the method of teaching deaf children to speak as nearly as possible to correspond to the methods of teaching hearing children to speak. Does a mother commence by giving elementary sounds or syllables to her hearing child? No, she gabbles complete sentences, and the child listens. He does not speak at first, he listens, and when he commences to imitate, he does not speak in sentences, he imitates in words. He does not say 'Please give me a glass of water.' He says 'water' and 'bread,' and he does not speak perfectly. He speaks imperfectly." In reply to the question: "In teaching the deaf articulation, would you advise a teacher to use the voice?" Dr. Bell replied: "I would, certainly, I think we should aim to be as natural as we can. I think we should get accustomed to treat our deaf children as if they could hear, and if we get into the habit of articulating to deaf children without voice in this way we make a distinction between them and hearing persons. We should try ourselves to forget that they are deaf. We should teach them to forget that they are deaf. We should speak to them naturally and with the same voice that we speak to other people, and avoid unnatural movements of the mouth or anything that would mark them out as different from others." In reply to another question, he said: "I advocate talking to a deaf child just as if he could hear. A child won't understand you at first, and it is necessary that there shall be some means by which you reach the child's mind. I advocate artificial means, but not the distortion of the mouth. I would keep the mouth-picture as we find it in the outside world."

It has already been explained how Dr. Bell, in 1878, helped to organize a day school in Greenock, Scotland. The feature of that school was that the four or more deaf children occupied a separate room under the same roof with about

200 hearing pupils, played with the hearing pupils and joined them for instruction in such subjects as writing, drawing, sewing, etc. The expense of supplying a specially trained teacher for that little school was borne by two parents of deaf children. When it was perceived what excellent progress the deaf pupils were making, the parents of a number of other deaf children pleaded with the school authorities to provide facilities for their deaf children, as they were too poor to pay a pro-rata proportion of the cost of maintaining the school.

In April and May, 1882, while Dr. Bell was in Paris, the school officials appealed to him to suggest the best plan for extending the benefits of the "articulation school" to the deaf children in nearby towns who were growing up without an education, as well as to the deaf children of parents in Greenock who were too poor to help support a school.

Dr. Bell replied that the first step was to ascertain how many deaf children there were, and he sent his secretary to aid in canvassing the large populations in adjacent towns and the country contiguous to Greenock.

In a letter to the Provost of Greenock, dated Paris, May 4th, 1882, Dr. Bell wrote: "We already have the names of a number of deaf children in Greenock who are growing up without an education and it is to be feared that our list is by no means complete." Then he expressed his belief that there must be in Greenock "a sufficient number of charitably disposed persons to assist those parents who are unable to stand their proportionate share of the expense of the school."

On May 20, 1882, a request signed by the provosts, the magistrates, the members of the school board and other residents of Greenock, was received, asking him to deliver a lecture in Greenock with a view to "creating greater public interest" in the subject of teaching deaf children. Dr. Bell replied that he would "be happy to deliver such a lecture in Greenock on Saturday, the twenty-seventh instant."

On the following Saturday afternoon, Dr. Bell delivered a lecture in the Watt Lecture Hall, Greenock. According to the press reports Dr. Bell told the large audience that the little day school in

Greenock was an ideal school, because the deaf pupils were in a class room forming a part of a school building for hearing children. Thus during the recess hours the deaf children played or associated with hearing children; and after school hours had whatever advantages home life possessed. . . "I come before you to advocate the permanency of this school, to advocate that its influence may be widened, and to advocate that the deaf children in Greenock should be received into this school. In the school at present there are only four children, and all expenses of their education have been borne by the parents alone. . . There are ten healthy, bright intelligent children that are growing up (in Greenock) without education. . . I am prepared to advocate, as a matter of economy, that it is cheaper to establish a day school than to send the deaf children to an institution where the expense of their board must be met, as well as the expense of their education. . . In regard to those poor children who are growing up without education, I would like to put before you a few arguments from which it is the duty of the people and the duty of the school board to assist the parents of such children in providing the means of education for them."

As a result of the efforts of Dr. Bell and others, at the beginning of the school year of 1883, the school board provided ample facilities for a day school for all deaf children, and started a new school with twelve pupils.²²

In 1881, Alexander Graham Bell aided Miss Sarah Fuller in interesting the school authorities in providing facilities for the teaching of special trades to deaf pupils in the Horace Mann School for the Deaf. He also protested against the contemporary opinion that pupils in schools of the deaf could not be taught trades except by teachers conversant with the language of signs and of the manual alphabet. He believed that very few of the graduates of the sign-language institutions ever worked at the trades they were taught during their school years. Thus he believed that money expended in supplying such instruction could be more wisely disbursed were it used in making the deaf pupil a more efficient member of

the community in which he would spend his after-school life.

In the hope of aiding to satisfactorily settle the question of the most suitable industrial training for the deaf pupil, Dr. Bell advocated the gathering of reliable statistics that would aid in determining what kind of industrial training would be most advantageous to deaf pupils.

Alexander Graham Bell always believed that it would be helpful to young deaf children if they could associate as much as possible with hearing children, more especially during the impressionable years of early childhood. He believed that while the deaf children *should* be taught in separate classrooms, yet during the recess hours they should mingle and play with the hearing children. (Yes, I know that this statement appears elsewhere in this essay, in other words, but it is the kind of a statement that will stand several repetitions.)

During many years he longed to have a private school in which he could demonstrate the practical character of his beliefs. Finally the opportunity came. On October 1, 1882, he opened an experimental school on the second floor of a residence, the first floor of which was used as a kindergarten for hearing children.

The first teacher in this experimental school was Gertrude Hitz, a daughter of John Hitz, the first superintendent of the Volta Bureau. She was an excellent teacher of young, hearing children, as well as a trained kindergarten teacher. As she was unfamiliar with prevailing methods of teaching deaf children, she readily absorbed the training in the mechanism of speech and the use of the symbols that Dr. Bell found necessary to give her before opening the school. Unfortunately for the school, she resigned at the end of a year in order to marry a Mr. Burton.

Before the end of October the representative of a local newspaper visited the school and had a long interview with Dr. Bell. In part, the reporter's "story" reads: "It did not look like any school-room the reporter had ever seen before. It might have been a parlor. The doorways and windows were hung with handsome curtains and portieres, and the

floor was covered with a soft rug. There were no desks or maps, and in the recess formed by the bay window was a cute little divan that ran all around it, just high enough for the little ones to climb on the soft cushion."

During the interview Dr. Bell said: "The mother talks to the child in whole sentences, and the child understands what is said long before it can speak. That is what I am doing with these little children. I talk to them all sorts of nonsense on the board, just such as you hear in the nursery. Well, the hearing child, in his first efforts to speak, tries to remember these sounds, and finally he succeeds, but at first imperfectly, and this period of imperfect speech continues for a long time. The hearing child uses his ears. In my school the deaf child will use his eyes. That is all the difference. After I have established communication with the child, then I will write the characters representing the sound of the words on the board. I will speak the words. Then the child sees the form of the sound just as the other child, hears it, and tries to imitate it. The imitation is imperfect. Then, as the mother repeats words, and the child after long practice attains the correct pronunciation, so will I write on the board the form of the sound of the word as incorrectly pronounced by the child and then the correct form. The child's eye sees the difference between the false and the true and tries to attain the latter."²¹

Then there was "Dr. Bell's Private School for Adults," which was maintained in another building, but in coöperation with the private school for very little children. In this school parents received instruction in methods of training deaf children in the home and how to coöperate with the teacher of the deaf child. Unfortunately, there are no "write-ups" of this school. There are only references to the school in lectures delivered there, or in articles written about some method used there, and some manuscript records, which have been bound for preservation. On one of these bound books are the words: "Mr. Bell and Pupils." Evidently it is a record of examinations he conducted in October, 1885. Another book has the title: "Adult Class Work: How to Teach Speech to the Deaf."

Fortunately, there is on record the "underlying principles" that governed some of the methods advocated. Following is part of a reply written by Dr. Bell in response to an inquiry by one of his adult pupils: "The necessary *preliminary* to good speech is that the pupil should have a definite conception of how we pronounce our words; that he should have in his mind a definite *model* which he attempts to copy. With this model in the mind, the defects of his speech will be due not to defective *aim*, but to defective *execution*, arising from lack of control of the organs of speech (to be corrected by showing him what he said).

"Learning to speak is like learning to shoot. (1) The learner must clearly perceive the bull's eye on the target *before he can take aim*. (2) He must also see *where his bullet struck* when he shot wide of his mark. The first and prime necessity is that he should clearly perceive the definite point on the target at which he is to aim. It is evident that if the target should be permanently obscured by fog, he could never become a good marksman, however much he might try. Now apply this to the case of F and G. Their speech is defective—they are poor marksmen. What are we to do to remedy the defects and improve the speech? The first question that arises is: What are the *causes* of the defects? Are they due to defective *aim*, to defective execution, or to both causes? . . . Let our main efforts be expended for the present in getting our pupils to memorize the picture of the pronunciation of the words and sentences they understand when written and spoken, and we will substitute a power of *inward self-correction* for correction constantly applied only by pressure from without. When we know that the picture is fixed in the mind, then pressure can be gently applied to cause the pupil to attempt to copy correctly with the mouth the model that is in his memory. Till that model exists in the mind, the correction of his speech cannot, I am sure, be accomplished by *our efforts alone*."²²

Regarding speech-reading, Dr. Bell wrote to that same student:

"Is not speech-reading of importance as well as speech? And what is the necessary *preliminary* to speech-reading? The *prerequisite* without which good

speech-reading is an impossibility? Is it not sufficient familiarity with the English language to enable the pupil to distinguish ambiguous words by *context*? If I am right, does it not follow that good speech-reading is a *result* and not a *cause* of familiarity with the English language? Hence the English language in a clear, unambiguous form *comes* first.

"Again, we come to writing and spelling as a *means* to good speech and speech-reading. A clear, definite picture of spoken language existing in the mind must aid speech-reading. Familiarity with written speech, to my mind, comes *before* spoken speech and speech-reading, and becomes a cause of both. . . .

"I cannot too strongly insist on the truth of the proposition that speech-reading is a *result*, and not a cause, of familiarity with the English language."

On October 1, 1885, a postal card was mailed reading as follows:

"Mr. Alexander Graham Bell's class for instruction in the mechanism of speech and special methods of teaching articulation, will be organized Monday, October 12, 1885, when a limited number of pupils will be received. Mr. Bell cordially invites those intending to join this class and any one who is interested in the subject, to meet him at his school, 1234 Sixteenth Street, N. W., on Wednesday, October 7, at four o'clock, P. M., when he will address them upon the objects of the class, and outline the course of instruction to be given."

A reporter of the *Washington Star* who attended the meeting, stated that "He (Dr. Bell) proposed to have this school a center of information for parents, from which they could learn what to do with their children. Part of the work of this Normal Class would be correspondence with parents. He expected to arrange for lectures from experienced teachers. This he said would be a school of research."

What became of these schools? He closed them because he could not secure competent teachers to properly maintain and operate them, and because he felt compelled to devote his time to the legal matters involved in the extensive litigation in the later telephone suits.

In closing both schools at the end of

the school year, 1885-86, Dr. Bell wrote:

"I do not think that a school like mine, where the methods of instruction are experimental, can be a success unless the teacher in charge remains permanently for several years, so as to profit by the results of our experiments. . . . I mean a school where I can work practically, and develop experimentally new and better methods of teaching very young deaf children. I cannot (now) afford to devote all my time, and (I) do not think it worth while to reopen the school unless I can have such a person in charge."

The Milwaukee Day School for the Deaf was opened on Monday, October 15, 1883, as a result of active efforts by Colonel Robert C. Spencer and his friends. Writing to Colonel Spencer, under date of September 28, 1883, Dr. Bell wrote:

"To show you the coincidence of our views regarding the education of the deaf, I may say that in 1878 I organized a day school—very similar in plan to the Milwaukee school—in the city of Greenock, Scotland. At my suggestion an unoccupied room was secured in the Greenock Academy, a school containing upwards of 200 hearing children. In this room the deaf children were taught by a special articulation teacher sent from America. They were caused to associate with the hearing children in the Academy in every way possible. They played with them in the playground, and joined them for instruction in such subjects as writing, drawing, sewing, etc. The success of this school has been so great that the board of education has recently adopted it as a permanency, throwing it open to all the deaf children of Greenock and the surrounding towns.

. . . I have organized such a day-school here in Washington, which will open next Monday, October 1. The pupils secured are very young, and a kindergarten teacher has been engaged who will give special instruction to them under my superintendence. We have obtained a room in a building occupied by a kindergarten school for hearing children. . . ."

Under date of December 3, 1883, Dr. Bell wrote a letter to the Editor of *The*

Tribune, New York City, regarding certain "misstatements." In part he wrote:

"The Rev. Dr. Gallaudet knows a great deal more about the gesture language than I do, and I find that his remarks, as printed in this morning's *Tribune*, confirm the views I expressed in my paper.

"Whether there is or is not anything of 'French' or 'Spanish' or 'German' in this 'idea-language,' (as Dr. Gallaudet very happily terms it), is of no importance to Americans; but the fact that there is 'no English in it' is of very grave importance. People generally have the idea that deaf-mutes communicate with one another by spelling English words upon their fingers; whereas the fact is that, like Dr. Gallaudet, they use the 'idea-language' and 'never think of words at all.' 'Only proper names are spelled.'"

"This was the important point alluded to in my paper: viz., their language is not our language; and this leads them to associate together in adult life and marry one another."²⁷

(To be continued)

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24. Dr. A. Graham Bell's Private Experimental School: See *Histories of American Schools for the Deaf*. The Volta Bureau, 1893.

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MISS YALE AND HER SUCCESSOR

Educators of the deaf will be glad to know, from the following open letter, that Miss Caroline A. Yale will continue to be a vital force in the profession, although she is being relieved of some of her duties.

Miss Leonard will be welcomed to the ranks of superintendents and principals. She has been in charge of the primary department of Clarke School, for several years, and has demonstrated marked ability. She is a trained kindergarten teacher and a graduate of Mt. Holyoke College.

To the Friends and Patrons of Clarke School:

With the opening of the present month Miss Bessie N. Leonard becomes the Principal of Clarke School. It is most fortunate that the vacancy caused by my resignation is to be filled by one long familiar with the school and its work, and one in whose ability we all have confidence.

Miss Gawith, although deeming it unwise in the present state of her health to accept the principalship, will continue to act as associate-principal.

It is planned that I shall still retain an active connection with the school, devoting the greater part of my time to work in the Normal Department.

May I bespeak for Miss Leonard and Miss Gawith a continuance of the same considerate treatment so generously accorded me during my long term of service.

Very cordially yours,

CAROLINE A. YALE.

THE OLD WOMAN WHO KNITTED AND KNITTED AND KNITTED

By ELFRIEDA SYLVESTER

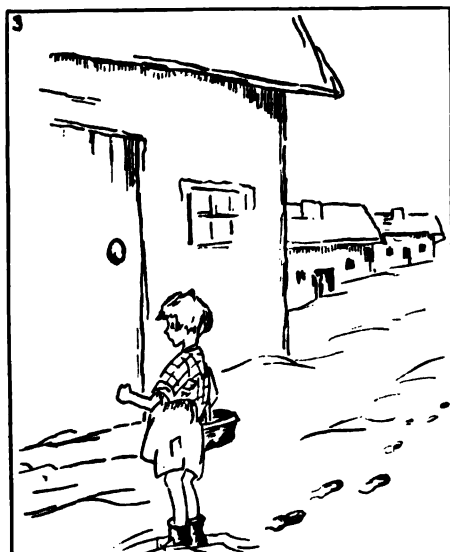
Adapted by Permission from "The Vrow that Lives by Haarlem Lake," *St. Nicholas*, 1893



In the little village of North, there lived an old woman who spent all her time knitting stockings.



Her closets and bureau drawers, her baskets and cupboards, were full of stockings. But every day she knitted more.



One day, a poor little girl with old torn shoes and no stockings came to her door.



She asked for stockings, for it was a bitter cold day.



The old woman refused to give her any and shut the door in her face. The child went away crying.



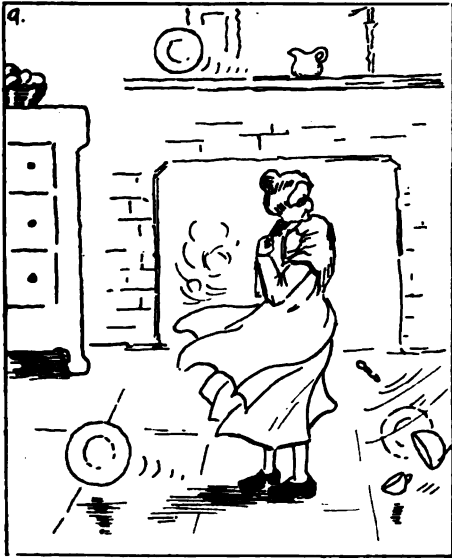
Soon, a feeble old man with a little boy poorly dressed knocked at the door.



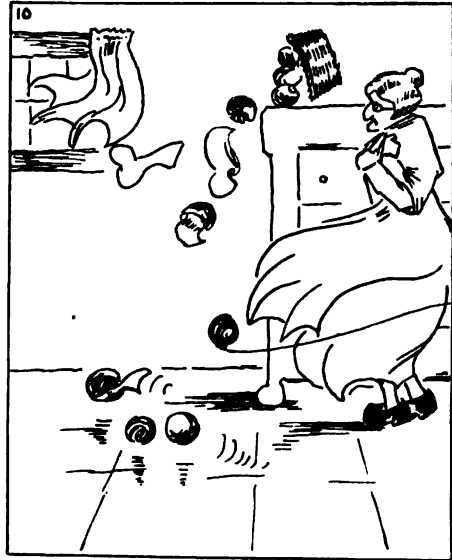
They too asked for food or clothes.



But the old woman refused to help them.



Then the old woman began to grow cold. A chill wind blew through the house. It blew the dishes off the table.



It blew the stockings out of the baskets.



It blew the chimney off the house.



The fire turned black and wouldn't burn. The water in the kettle froze. The old woman got colder and colder.



The water in the pump and in the pail froze. Everything the old woman touched turned to ice.



Down the street, came the little girl, the old man and the little boy. The old woman hurried to the door and called them.



She filled the little girl's basket with stockings. She gave the little boy and the old man all the stockings they could carry.

Now the old woman feels warm and happy. The fire burns brightly. The kettle boils merrily. The old woman keeps on knitting stockings to give to the poor people of the village.

FRIENDSHIP COTTAGE

A Summer Camp for Lip-Readers*

BY JULIET DOUGLAS CLARK

"I HAVE lived near such-and-such a place all my life, and have never been there," is a remark so inevitable as to be called a bromidium, and I shall be classed as a bromide when I say that I lived near lip-reading camps in the East for several years and never darkened their doors. It remained for me to "take one in" along with other sight-seeing in far-away California.

At Oak Glen, Yucaipa, in the San Bernadino Mountains, 5,000 feet above sea level, yet only about three hours from Los Angeles, I had my first experience. One of my friends had preceded me by a few days—just long enough to have shaken the dust of cities from her shoes, and to have learned which mountain peaks were Greyback, Old Baldy and San Jacinto. Another soon joined us, and we three were the first to inscribe our names in the guest book of Friendship Cottage. This was in advance of the formal opening which was scheduled for July 15, when many lip-readers from Los Angeles were expected to take part in the inauguration ceremonies. Great plans were on foot for a lip-reading contest, games, and a roaring bonfire. The latter is almost a nightly event, and very welcome, for the evenings in the mountains are usually chilly. Then, too, there is nothing like a fire to promote comradeship and conviviality, and to bring out everybody's favorite story. Sometimes at the most exciting point the fire had a very disconcerting way of dying down to several degrees below the proper light for lip-reading, but the suspense occasioned while more wood was piled on made us all the more eager to hear the finish. Add to this marshmallows toasted to a golden brown and eaten hot, and what more can one desire!

Picnic suppers are frequently partaken of in the numerous lovely wooded canyons accessible to the camp; horse-

*There is nothing like camping, for mind and body. This account is published with the hope that it may inspire other lip-readers to establish such havens for relaxation and practice.—Editor.

back rides may be taken up winding trails to the summits of the mountains, from which some one hundred and fifty miles of varying scenery are revealed to the eye, and in the foreground, San Jacinto rises majestically on the edge of the Mojave desert. Or if one is inclined to be lazy, it is a pleasure to lounge on the comfortable screened porch and read, chat or play table games.

But when, you are probably wondering, do they have the lip-reading practice? Why all the time, for that matter, but the regular lesson hour is held five times a week. It was a delightful experience to be a pupil instead of a teacher, and to be instructed by Miss Olive Harris in the very interesting details of orange growing. I shall never again eat the luscious fruit without thinking of the care, time, labor and money put into its cultivation. Other such instructive lectures are given to advanced pupils, while there are simpler lessons for the beginners.

Miss Harris made no mistake when she decided that this summer camp, which has been in the possession of her family all her life, should become a place of rest for lip-readers, where, away from the distraction of city life, they can improve in their lip-reading, and, at the same time, enjoy complete relaxation.

PITTSBURGH SCHOOL

Miss Cora A. Crawford, of Boston, is acting principal at the Pittsburgh School of Lip-Reading during the present school year. Miss Brand, principal of the school, is teaching at her home in Urbana, Ohio.

WASHINGTON SCHOOL

The Washington School of Speech-Reading was reopened on October 2, 1922. Miss Betty C. Wright, recently a teacher in the Kinzie School of Speech-Reading, is now associated with Miss Mary D. Suter in the Washington School.

ART LECTURES

The Metropolitan Museum of Art, New York City, has announced, as usual, a series of lectures for the deaf and deafened who read the lips. The lecturer is Miss Jane B. Walker, of the Studio of Speech-Reading, and the first lecturer is to be given November 18, at 3 P. M. Subject, Aelbert Cuyp.

DR. HENRY G. LANGWORTHY

Contributed

DR. HENRY G. LANGWORTHY, of Dubuque, Iowa, was one of the popular and prominent figures at the Convention of the Iowa Association of the Deaf, held in that city August 22-26, and did much to make the program one of the most successful in the history of the Association.

In 1916, Dr. Langworthy raised several hundred dollars to assist in conducting a successful campaign for the purpose of obtaining state laws authorizing the establishment of day-schools for the deaf, and also to transfer the State School for the Deaf at Council Bluffs, from the Board of Control to the State Board of Education, under whose auspices it rightfully belonged. The doctor was also one of the chief instruments in forming the Iowa Association of Parents of the Deaf some two years later.

Dr. Langworthy has been for some years chairman of the Committee of Conservation of Vision and Hearing of the Iowa State Medical Society, and by good judgment and ability has steadfastly helped to preserve the fullest cooperation and harmony on the part of all of the friends of the deaf in the state, through which so much has been accomplished in Iowa in recent years. This cooperation between the day-schools and the state school, between the deaf and the hearing, and between the Iowa Association of the Deaf and the hearing, and between the Iowa Association of the Deaf, the Iowa Association of Parents of the Deaf and the Iowa State Medical Society, is rapidly becoming known as the "Iowa Idea," since it is the term used by the Iowa men themselves, and first employed by the principal, J. S. Long, of the Council Bluffs' school.

Dr. Langworthy, at the August Convention, suggested the formation and adoption of a Foundation Fund plan for the Iowa Association of the Deaf, with an initial goal of no less than \$100,000.00, which was unanimously adopted by the delegates at the Convention. At the August meeting the doctor was elected a life member of the Association.

DR. HENRY G. LONGWORTHY

NEW HEAD FOR COLORADO SCHOOL

Mr. Thomas S. McAloney has been appointed Superintendent of the Colorado School for the Deaf and the Blind, to succeed the late Mrs. W. K. Argo. Mr. McAloney is a normal graduate of Gallaudet College and has had experience as an educator of both the deaf and the blind, and it is felt that he is well equipped to maintain the standard of the Colorado School.

DEATH OF MR. HOLDERNESS

Mr. George Holderness, of San Francisco, died recently in Tadworth, Surrey, England, while on a visit to his brother. Mr. Holderness was a devoted friend of the San Francisco and Los Angeles Leagues for the Hard of Hearing, and had done much to help them. His many friends will mourn his loss, and will be shocked to learn of his death, as he left San Francisco apparently in perfect health.

Misses Daggy and Case, normal graduates of the Nitchie School of Lip-Reading, are in charge of the San Francisco and Oakland Schools in the absence of Mrs. John E. D. Trask, who is spending the winter in Philadelphia.

SUPERSTITIONS FOR THE PRACTICE CLASS

BY EDITH B. KANE

WE ALL know the time-old superstitions about the number seven being so very lucky, while the number thirteen is supposed always to be bad luck. And then there are the many many superstitions about pins, the one most commonly practiced being,

See a pin and pick it up,
All the day you'll have good luck!
See a pin and let it lie,
You'll want a pin before you die!

But, although there are a number of superstitions about the dog, they are not commonly known, and yet there are many who strongly believe in them. Here is a list of "Superstitions and the Dog":

There is a southern negro superstition about the dog baying at the moon, being an omen of death; if it howls twice and then stops, it is for a man; if three times, it is for a woman.

If you make a wish on seeing a spotted dog, and you do not see the dog again, you will get your wish.

If a girl dislikes dogs, she will never have a good husband.

If you meet a mastiff and it makes friends with you, you will soon meet some one who will prove a fine friend.

It is very bad luck to give away a dog.

If you step on a dog, there will ensue a change in your vocation.

Another negro superstition is that a little white dog is supposed to be a messenger of coming evil.

Another interpretation of the dog howling heavenward, is that it foretells a great fire disaster.

It is very bad luck to meet a barking dog, early in the morning.

The lively barking of dogs in Lent, is a sign of a wedding to which there is much objection.

The Indians offered up a small dog when a child lay sick, supposing the dog to be the cause.

It is very good luck to have a dog return, after it has been driven away.

To encounter a mongrel dog, is to expect sickness in the family.

In ancient Persia, if one was dying, a dog was brought in to drive away the waiting demons.

It is unlucky for a dog to pass between a couple who are going to be married, or even between two very good friends.

If, upon entering a strange house, a dog should make much of you, especially if it should lay its head upon your lap, you are then going to meet a man who will be a strong and faithful friend.

It is good luck to be followed by a dog, if it comes of its own accord.

For a strange dog to track up a newly scrubbed porch, is a sign that the family will soon move from that house.

If a pet dog utters inarticulate sounds, as if trying to speak, you will hear some news soon afterward.

When dogs rub their noses on the door, it is a sign of windy weather.

It is a good sign if a dog approaches a sick person.

For a sleeping dog to bark, is supposed to be a sign of impending ill.

If a strange dog follows you, wagging its tail, you will soon receive a letter.

The southern negroes hate the hound. They say it used to be a nice, sleek watch-dog, which Adam left to guard the gate of Paradise; but it went sniffing around to find a hare or rabbit, and in that way the old devil sneaked in! Then the Lord said it should be a dog no longer, but a hound—always hunting and always starving; so, to hear a hound, is therefore a very bad sign.

Superstition that a rabbit's foot brings good luck, is wide-spread. Occult authorities say it must be the left hind foot of a rabbit, killed by a negro in a country graveyard in the dark of the moon!

An old North of Englander said once: "I use to have a woman meetin' me when I was catchin' feesh, and she always would wish me a good catch, and then I was sure to have no luck whatever."

Which was hard luck for an otherwise infallible catcher, and it is small wonder he avoided the old woman as religiously as his forbears avoided meeting a Woman the first thing on New Year's Day. Not only the North of Englanders, but the Scots and the Irish of old, were very careful "whom they

first set their eyes upon" on the first day of the year. A story is told of an old woman who had long been bedridden and utterly dependent upon a kindly neighbor, and who lay all of the New Year's Day unattended and hungry, because she dared not first behold a woman!

"And meeting a priest is even worse!" In modern Greece, not only at the outset of the year, but on starting an important journey, many persons turn straight back if they happen to meet a "Reverend Father." Among the ignorant, all priests were formerly believed to have an "evil eye," or in other words, a subtle, mysterious relationship with some higher avenging power. The still surviving fear to meet a priest on Monday, may be but a left-over remnant of this old superstitious feeling, or of the fear of being taxed for not having attended church the day before, for which delinquency a fine was formerly imposed."

There are also many superstitions about Hallowe'en. We have, most all of us, at some time or other, indulged in these superstitions at Hallowe'en parties, for without these "weird, creepy stunts" it would not be a real Hallowe'en!

1. Throw a black cat into the middle of an old patch-quilt, and the girl toward whom it goes will surely be an old maid.

2. If a girl dreams, on Hallowe'en, that she eats a sour pickle, then the next bachelor she meets, will kiss her.

3. Take a mirror in your left hand, and walk very slowly down the cellar stairs, walking backward and holding the mirror before you. If you are to be married, you will behold the face of your future husband reflected in that mirror.

4. Take a mouthful of salt water and walk around the block, and if you meet a man you know, that is the man you will eventually marry.

5. Either fill a tub of water and place in it several apples, upon each one the name of a beau being marked, or tie these apples with heavy string and hang them from a rod. Being blindfolded, try to get an apple with your teeth. If you should succeed in getting one, the name marked on that apple will be the name of your future husband.

6. Write the names of three girls or boys, on three separate pieces of paper. Then wrap each piece with some bread crumbs and drop them all at the same time into a glass or basin of water. The one that rises to the top the first, is the one you will marry.

7. Pare an apple without cutting the skin, and whatever letter the peeling forms when dropped from the knife, is the initial of the person you will marry.

8. Place three bowls before an open fire, or if not convenient, then place them on a table. One must be empty, one filled with clear water and the third is filled with blue water. A bachelor is then blindfolded, and told to dip his finger in one of the bowls and the witch will tell his fate. If he dips his finger in the dish of clear water he will soon marry a young maiden, if he dips in the bowl of blue water he will marry a widow, and if he seeks the empty bowl, he will remain a bachelor!

There is no end of superstitions, and I could go on indefinitely, but in the case of superstitions, just like everything else, "enough is as good as a feast!"

HAVE YOU ANSWERED THE ROLL CALL?

EDITORIAL COMMENT

We have seen in several papers and magazines the statement that a new hearing device had recently been perfected by a member of the Volta Bureau's staff. The impression given was that the Volta Bureau was financially interested in the invention and was marketing it.

The facts are these: Never since the days of Alexander Graham Bell's experiments with hearing devices has a member of the staff at the Volta Bureau so much as assisted in the development of one. The records of Dr. Bell's research and experiments have been studied by several inventors (and may be studied by others, upon application), and some developmental work has been done in the laboratory of the Volta Bureau, but the Bureau is in no way connected with the financial affairs of any hearing device.

The Volta Bureau keeps in touch with all instruments offered for the alleviation of deafness, and the VOLTA REVIEW accepts advertisements from such companies as are making an honest effort to produce a helpful, non-injurious device. Each advertiser is permitted to keep one or more instruments on display at the Volta Bureau, that any inquirer may examine and compare them. The Bureau does not recommend any device as superior to others. Each one has its especial merits, and one that is useless in one case sometimes proves extremely helpful in another. There are many that are very helpful. They should supplement speech-reading, not take its place. A speech-reader who has some remnant of hearing may follow a general conversation much more readily with the aid of an instrument because the sound of the speaker's voice tells him at whom to look. A deaf child learning to talk may be helped inestimably in the development of natural, rhythmic speech if he has hearing enough to make use of an instrument, even though he hears imperfectly with it.

The Volta Bureau is ready at any time to examine a new device, to offer what service it can to any student or inventor, or to assist in the exposure of "fake" manufacturers, but it does not manufacture hearing devices or promote the sale of any one instrument.

AMERICAN EDUCATION WEEK

The United States Bureau of Education, in cooperation with many national organizations, has undertaken to promote the general observance of an "American Education Week," December 3-9. Appropriate topics have been suggested for each day, beginning on Sunday with "Education in the Home, School and Church: A Christian Nation cannot fail," and continuing with such subjects as "Help the Immigrants to become Americans," "The Necessity of Schools," "Music as a Nation Builder," "Universal use of the English Language in the U. S.," "The Teacher as a Nation Builder," "No illiteracy in 1927" etc. Observance of the "Education Week" will doubtless give a valuable impetus to the cause of education.

HOME SCHOOL, KENSINGTON

Miss Reinhardt's Home School for Little Deaf Children, Kensington, Md., is to have a new schoolhouse. The large barn on the school property is being rebuilt into classroom quarters which will be both comfortable and commodious.

DEATH OF MISS PORTER

Miss Sarah H. Porter, for many years instructor of the normal class at Gallaudet College, died October 1. Miss Porter was a noted teacher of the deaf, and her loss will be widely felt.

Honor These Seals

A NATION-WIDE movement is carrying on a warfare against the scourge of Consumption. In saving over 100,000 lives last year, it actually cut the death rate from tuberculosis in half.

Each year these organizations sell Tuberculosis Christmas Seals. The proceeds from these sales are devoted to the work of caring for and curing tuberculosis patients and to educational and other work to prevent the dread disease.

Buy these Seals and urge your friends to buy and use them. To do this is both Charity and Patriotism.

**Stamp Out Tuberculosis
with Christmas Seals**

The National, State, and Local Tuberculosis
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N. D. J.

WANTED Trained oral teacher desires position in
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WANTED Position as teacher of sewing in school
for the deaf or in private oral school. Can give the best
of references. -H. C. I.

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WANTED Oral teacher to take entire charge of deaf
children 6 years of age, in Philadelphia. -G. S.

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BY ALEXANDER GRAHAM BELL

While this book is out of print, the
lectures and the seven charts will be
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"I hold every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."—BACON.

Volume 24

DECEMBER, 1922

No. 12

Christmas

HOLLY wreathes with big scarlet bows in the windows.
The snapping and crackle of dry wood on the hearth and the warm glow of the flames leaping high and casting fantastic shadows about the room.

An evergreen tree waiting expectantly in the corner.

A delicious smell of mince pies and gingerbread cookies from the kitchen.

A pretty girl passing with a dreamy smile under the mistletoe which hangs from the chandelier.

Father hurrying upstairs with his arms full of knobby packages.

Bobby on the sofa with a stubby pencil writing, "Dere Santy Claws i hav bin a good boy—"

Ah, your heart leaps, you know it is Christmas!

Season of mirth and merriment! Season of love and the giving of gifts!

When the sobrest and sternest faces must break into smiles and the driest and coldest of hearts must stir and start with surprise at their own delight.

And all the world feels that the clasp of a hand is a token of friendship!

Let us forget the Day We Have Lived, and To-morrow, and only rejoice in To-day.

Let us forgive and forget—and never remember again.

Let us give thanks in the morning and evening for Him,

The Sweet Little Babe in the Manger, who came on that first Christmas Day.

W. W.

AUTO SUGGESTION

BY WALTER O. SMITH

IT WAS over a year ago that some friends and I were planning to drive from my home in Michigan, to Boston. I was going to attend the Convention of The Federation of Organizations for the Hard of Hearing (They hadn't elongated the name at that time but I have forgotten its exact form), and the others planned to amuse themselves in New England. At the last minute the party fell through. For me it was go alone or not at all. "I'll go" said I. "What! Alone, with *your* ears?" the raised eye-brows of friends seemed to say. To quote Mr. Dooley—"And there you are." People were always wanting me to go to the theater, concerts, lectures, and sermons. In fact they seemed to think I was becoming queer if I refused to go. But they had a truly terrific comprehension of the dangers lying in wait for me when I was running around the country alone in a motor-car, even though they were frank to admit that I drove it remarkably well. It's that old, old proposition at which the VOLTA REVIEW and every organization for the Hard of Hearing in the land are constantly working—to make people see and understand exactly what the deaf can do and enjoy and why some things are out of the question for them. And now the problem in this particular instance has assumed a more serious form. It's no longer in order for us to pray to be delivered from our loving friends. It's a fight for existence against our natural enemies, the traffic cops and the higher-ups, in control of motor traffic and the law-makers behind them.

Glance at the logic of one of these higher-ups. The man in charge of motor traffic in one state sagely remarks that there will be no blanket law against granting licenses to deaf people but that each case will be decided on its merits. "Of course," he goes on to say, "no one so deaf as to wear an acousticon will be allowed to drive."

Do you grasp it? A man's acousticon might fail him utterly and if he possessed certain qualities of mind and body he

would still be an absolutely safe driver. Yet apparently they would continue to grant licenses to men so dependent on eye-glasses that if the lenses were suddenly shattered, such men would be a menace to themselves and all adjacent traffic.

LET EACH CASE BE DECIDED ON ITS MERITS—YES. There is no other proper standard. Deafness *per se* is not the test. It is without question true that there are a great many deaf people unfit to drive cars, possibly a greater proportion of the total number than will be found among hearing people. At this point one cannot help recalling the kind of driving he has seen on the road, the lack of judgment, recklessness, entire absence of consideration for the rights of others, yes, downright incompetency. Then it comes to one that the "powers that be" are planning to deprive him of the right to drive a car because he is without, or possesses only in a limited degree, the one sense that is not at all essential for this particular purpose.

It's a natural transition for him to realize what must have been the feeling of some of the great women of the world, denied a suffrage that was given to many a moron with the mentality of a child.

GIVE THE DEAF MAN A RIGID DRIVING TEST—YES. Make it harder than the one you give to the hearing applicant. Mr. Deaf Man or Mrs. Deaf Woman: when you go for your license, let your attitude be that of this woman. On making her application, she said: "I am deaf. All I ask of you is to take a drive with me." The examining officer took the drive and gave her the license.

We deaf people must recognize the fact that we doubtless need a longer period of instruction than others and that the hard of hearing or deaf man must be a better driver than his hearing brother in order to gain his license. It is not the only situation in which the one so handicapped must excel to obtain his

reward. It behooves us to exercise the utmost care in almost every situation that confronts us in driving. A blind crossing should be approached with the greatest caution. We should be very particular about keeping on the right side of the road and use the mirror constantly when forced to leave that position. It is even more incumbent on us than on the hearing driver to be sure of the road ahead before trying to pass another car going in the same direction. The chances which almost every driver takes safely ninety-nine out of one hundred, we deaf people should never take. Let the hundredth time come to us and there is little likelihood of our getting justice in the courts. The snap verdict would be. "He's deaf and should never have been given a license." It has been reported, I don't know how truthfully, that the present agitation had its inception from a serious accident in which a deaf man was involved though it was in no way chargeable to his deafness. Remember this. You carry not only your own name on your license card but that of every other deaf man or woman. You can't afford to take a chance. The slightest accident may result not only in the revocation of your license but also of those of your hard of hearing brothers and sisters.

It was more than fifteen years ago when I began to drive. In the county in which I lived, there were at that time only two kinds of roads, bad and very bad. There were no licenses for car or driver, and little police protection, or interference, whichever you choose to call it. Motors were very temperamental in those days. The difficulties made for skill in handling, to drive safely and keep the engine in good order. People said I was too deaf to drive, that I would surely ruin my motor because I wouldn't be able to hear the sounds that indicate trouble. (There were certainly plenty of troubles.) The reason I tell this is because it illustrates the fact that hearing people are always making mistakes with regard to our capabilities. My deafness was catarrhal. At that time motors were rather noisy and the clatter that confused the average person, served to quicken my hearing. Sitting in the car beside my

brother who had normal hearing I would often hear an engine knock that escaped his attention. Those days are gone. Motors are quieter and alas! my hearing is much worse. But it is astonishing how many sounds come to one through the hands on the steering-wheel. My last car was a very quiet one. (I won't tell you the maker's name for I don't want to steal advertising for him.) My brother asked me how I knew that the motor had started and that it was time for me to take my foot from the starting pedal. He said that the motor was so quiet that he was never quite sure whether it was running or not. I told him that I always watched oil-pump or electric charging indicators on the dash, and when they began to score I knew that the motor was running. It was but a few weeks ago that I told a hard of hearing friend whom I was teaching to drive of my way of telling that the motor had started. She replied that she didn't need that help because she could always feel the vibration of the running motor through the steering-wheel. Her ears are much worse than mine, but apparently she is compensated by a much keener sense of touch.

The hearing people who are planning our laws apparently haven't any knowledge of some of these characteristics of deafened people. In the final analysis quick decision, reliable judgment, a good eye, and ready muscular response to the warning it sends to the brain, are the chief requisites for safe driving. Ears are of but little use. I remember telling a hearing friend that I thought a deaf driver was under obligation to use much more care in approaching a blind corner. "I doubt it," said she, "My second-hand flivver makes so much noise that I can't hear anything anyway and I never rely on my ears at all." Another friend gave the same answer but for a different reason. He said, "When the windows of my sedan are closed, I hear very few street noises, even have difficulty in hearing signals of cars behind me, and rely entirely on the mirror."

Keep your car in the road and don't run into anything or anybody, or get run into, and a motor car is reasonably safe. Failure of the motor is not likely to

endanger you, or your passengers, or anyone on the road. Steering connections and wheels are vital for safety and a deaf man can be as sure of these as his hearing brother. Personally I have always liked to have a reliable garage man take a ride in my car every few thousands miles to tell me if he hears anything wrong. This frequent attention, I haven't a doubt, has saved me many an expensive break-down on the road. In talking with my hearing friends I cannot find that the cost of up-keep for my car is any greater than theirs. Of the half dozen cars which I have sold when I was through with them all have been in demand by acquaintances as cars carefully driven and in good condition.

One remembers that a banana peel on the pavement often brings a pedestrian to grief and that those that loop the loop in air-ships often tumble too. Between these two extremes all forms of transportation of various complexities are subject to many vicissitudes. It's with great reluctance that any motorist brags of his immunity. For luck it is. Is there any one of you who drives a car who can't recall some close shaves that might have turned the other way and led to the undertaker or the police court? Never again for me, I sincerely hope. We deaf people can't afford to take these chances. We might hold our own with the undertaker in comparison with hearing people, but I know from costly experience that we don't appear to advantage in the Police Court. I've been there for minor infractions of traffic regulations, and I know. But to get to the bragging. In something over fifteen years I've driven from 75,000 to 100,000 miles. Of course I've had broken lamps, broken springs and broken fenders. In the spring I've slipped off muddy roads into the ditch. Off and on I've paid quite a bit for horse-hire to get me out of scrapes. But I've never injured another car nor another person, nor met with the slightest accident or mishap that could be attributed to my deafness. I am not a fast driver nor a slow one, go every where that cars are driven if it is in the direction in which I wish to go. A few days ago at the busiest time of day I drove from Back Bay in Boston to

the South Station. If there is any worse traffic congestion anywhere I have yet to see it. In this or any other city driving I have never found that I give more trouble than others to the traffic officers, or in any way fall behind drivers with perfect hearing. To be sure I learned to drive before I was very deaf. It might take a very deaf person longer to learn, but I'm not sure that it would make the slightest difference. As I said before, deafness is not in any respect a standard to be considered. I never saw anyone learn to drive more quickly than a girl who is very deaf indeed.

When I was told that there was a very good prospect that I might have to give up motoring, it struck me like a blow on the face. The feeling of injustice was indescribably bitter. I know that there must be many like me who have found in this a substitute for many recreations our deafness has taken from us. There may be many upon whom the blow would fall even more heavily, men or women whose livelihood depends on their being able to use some business car. Most of us are rather selfish. It does make a difference whose ox is gored. Because they were not the ills to which my own mental make-up was subject, I've borne with great equanimity the wrongs and sufferings of many deafened people. When I saw how promptly and courageously the different leagues for the hard of hearing took up the cudgels on this question, when I saw how effectively it was handled, though many of those most active had not the slightest selfish interest but were merely working to obtain justice for those less fortunate than themselves, the realization was brought home to me as never before that we deafened people can't afford to "live unto ourselves alone." But for this prompt action I firmly believe the motion would not have been laid on the table but adopted. It rests with us to continue the fight. The right is with us.

The Board of Education, Windsor, Ontario, has established a class of lip-reading in the evening schools of that city. Twelve students were enrolled at once, and more are in prospect. Miss Florence Strickland, of the Detroit School of Lip-Reading, has charge of the class.

PANTOMIMES IN SCHOOL

BY GRACE D. ELY*

THE first pantomime we gave at the Maryland School while I was teaching there, was *Cinderella*. It was the custom to celebrate Washington's Birthday with a "play" of some sort as an especial treat which the children preferred to the parties given on the other holidays. So on this occasion we chose the familiar old fairy tale, arranged it in four or five scenes and began to rehearse it, introducing plenty of action but absolutely no conventional signs.

We had a good stage with footlights and curtains, a stock of old fancy costumes, and a costume committee willing and able to supply deficiencies. A synopsis of each scene was printed on the program. As I have already intimated, we followed no book, but made our own arrangement of the story. In the ballroom scene we introduced a number of court ladies and gentlemen who danced a regular square dance, after which Cinderella and the Prince danced a figure from the minuet.

Cinderella was so successful that a year or two later we gave *Sleeping Beauty*. In this I introduced a fairy ballet, the first scene being the home of the fairies, real evergreen trees representing a fairy wood. For this scene our efficient costume committee made six complete fairy costumes and the effect was very pretty indeed.

Our third pantomime, also original in arrangement, was *Beauty and the Beast*, in which another fairy ballet was given. The same costumes were used, but the dance was a new one. In one scene the stage committee covered itself with glory by erecting a large trellis over which climbed a pink rose-vine in full bloom. The Beast was dressed as a young prince with a lion's mask, which latter we bought from a regular costumer.

About two years ago in the Kendall School we gave a very simple American history pageant which we advertised on the bulletin board as *Living Movies*. The scenes or episodes were as follows: The Landing of Columbus, Pocahontas

Saving the Life of John Smith, Pilgrims going to Church, The First Thanksgiving, Washington Telling His Mother about the Colt, Lincoln Freeing a Slave. These were not tableaux, but veritable pantomimes, as they involved action but no conventional signs. The last scene, it must be explained, was suggested by the monument in Lincoln Park and might be called symbolic, not literal.

Just before Christmas of this past school year my class gave orally a little play called *The Christmas Pitcher*, taken from Stevenson's Dramatic Reader. The children entered very eagerly into the project, studying their parts out of school and spending very little time in school in rehearsing. The costumes were very simple, but with the assistance of a little imagination, served the purpose very well. The result was quite spontaneous in effect, and the other classes, invited informally to the school chapel as spectators, showed their pleasure by hearty applause.

When school opened again after the holidays, my class asked to give another play. I had been planning for more than a year to have the children do some dramatization work, so I answered their petition with a question. I said, "How would you like to make your own play?" Seeing that they were much pleased with the idea, I asked my next question. "How would you like to make a play out of a fairy story?" As all were delighted with this plan, I asked for suggestions as to what story we should use. The majority wanted *Cinderella*, and *Cinderella* was decided upon, the various parts being assigned by the children themselves.

I had been reading in a book by Percival Chubb, that in doing this sort of work with children the first step should be pantomime. So I explained to them that they should act the plan but not talk. They grasped the idea at once, divided the story into scenes and proceeded to act it out as they thought best, those not taking part at any time criticizing the others. In short, with some help from the teacher, they dramatized *Cinderella* and made a pantomime of it.

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Many things happened to postpone the presentation of our "play" and finally the hot weather of May was with us. We decided to give our performance out of doors. And so, on a green velvet carpet with tall trees for painted scenery, we had our little pantomime. There were dark green screens to the right and left for wings, and a screen in the center, somewhat further back, on the top of which was fastened the pasteboard clock face with the hands pointing five minutes of twelve.

Again the imagination was called upon to supply deficiencies of costume, but the

parts were well taken. At least, so one interested observer thought, and others more disinterested thought so too. The spectators were most appreciative, the children very happy.

Doubtless other schools are working along similar lines in the giving of such little pantomimes as those described above, and an exchange of experiences would be most interesting. I believe that the practice is excellent for the children as it rouses the imagination and strengthens the power of initiative. Above all, it gives them great pleasure, which in itself is stimulating and awakening.

"OH, I BEG YOUR PARDON!"

By JOHN A. FERRALL

HUDSON wearily moved the step-ladder to the next chandelier.

"What's the use," he grumbled, "of hanging all this mistletoe around this house, where there's never anybody except sisters and cousins."

"Not my sisters and cousins," Wrenn reminded him.

"Oh, you don't count," declared Hudson. "Anyway, what you should be doing right now is hanging mistletoe all over your own home. Don't you know that your sister is giving some sort of a reception Christmas Eve to members of the Speech-Reading Club—and there's sure to be a lot of prettv girls there."

Wrenn looked at Hudson's mother questioningly. She nodded her head in affirmation.

"It is true," she said. "Your sister telephoned me about it this afternoon. You will find out all the details as soon as you get home."

"Then I'd better start right now," declared Wrenn.

He had stopped in to see Hudson on his way home from the office. Now he went out into the hall and got his hat.

"I think I'll stop by the market and get an armful or so of mistletoe by way of precaution," he said. "But even if I do manage to get some prettv girl under a branch of it later, how shall I ever get up sufficient courage to collect the forfeit?"

"I do not believe you need any instructions—or encouragement," said Mrs. Hudson, "But if you do, you might try Joe Baxter's plan."

"Joe Baxter's plan? I don't believe I ever heard of it."

"Well," said Mrs. Hudson, "according to the story, Joe Baxter was very much in love with a certain young lady—are you listening?"

"Your tale, sir, would cure deafness," quoted Wrenn. "I beg your pardon.—madam!"

"If it will cure deafness," put in Hudson, "you'd better listen carefully—and use it in your own practice."

Wrenn was an otologist.

"But if I cured 'em all," he said, plaintively, "I'd starve. Even an otologist must live, you know."

"I don't exactly see why," declared Hudson, grinning.

Wrenn looked about for something to throw at him—then turned back to Mrs. Hudson.

"Please go on with the story," he begged. "Really, I'm quite interested."

"Your story interests me strangely," muttered the irrepressible Hudson.

"Well," said Mrs. Hudson, "Joe Baxter was very much in love with this young lady. But whenever he found himself alone with her, he became absolutely tongue-tied."

"My experience exactly," agreed Wrenn, sympathetically.

"I've planned a little burglary and forged a little cheque, and slain a little baby for the coral on its neck," chanted Hudson, "But I've never, never, never told a lie like that."

"During Christmas week," continued Mrs. Hudson, ignoring the interruptions, "he had gotten her under the mistletoe several times, but on every occasion his courage had failed him at the critical moment. Finally a brilliant idea occurred to him. Watching his opportunity, he came upon her in a dimly lighted corner and, regardless of the absence of the authority-giving mistletoe, clasped her in his arms and kissed her. Then, releasing her quickly, he sprang back and cried out in apparent chagrin: 'Oh, I beg your pardon, I thought it was my sister.' The scheme appears to have worked beautifully. It broke the ice, so to speak, and they got along wonderfully afterwards."

"Alas, poor Yorick!," declaimed Hudson, "'I knew him, Horatio: a fellow of infinite jest, of most excellent fancy. . . . Where be your gibes now? your gambols? your songs? your flashes of merriment, that were wont to set the able on a roar?'"

"You mean Baxter?" inquired Wrenn. "What's the matter with him? Didn't his romance end happily?"

"No," replied Hudson, sadly, "the girl married him!"

He dodged the ball of tinsel Wrenn threw at him.

On his way home, Wrenn found himself thinking of the Baxter scheme. It really was clever, he thought, and might work very well.

As stated, Wrenn was an otologist, and an otologist with a very serious view of his duty toward the hard of hearing. He had been fortunate enough to serve for the first few years after his graduation with Dr. William K. Hansford, probably the best-known otologist in the eastern United States. Dr. Hansford always insisted that an otologist should not only treat the defective hearing of his patients, but should also minister as much as possible to their mental condition, correcting their attitude of mind and emphasizing continually the

fact that deafness is not at all unbearable if met philosophically.

Wrenn often recalled one very amusing incident of his stay in Dr. Hansford's office. A lady had visited the doctor and discussed with him at much length the supposed physical ailments of her husband. "Why, doctor," she declared, finally, "I think he must be suffering from some terrible mental affliction. Really, sometimes I talk to him for hours and then discover that he hasn't heard a word I've said." "Madam," Dr. Hansford had replied, wearily, "that is not an affliction. It is a gift."

Wrenn had so thoroughly imbibed Dr. Hansford's views that when he opened his own office he had made it a rule to participate as much as possible in the life of his patients—talking with them outside office hours, attending their meetings, and, in short, doing whatever he could to learn to put himself in the deaf man's place. More than that; he had also gotten his sister interested in his work.

His chief handicap, so far as serious progress in his profession was concerned, was his eyes! They were large, dark hazel, and as clear and brilliant as a girl's. Then, too, there was in their depths a brimming tenderness which, taken with his keen sympathy, had a tendency to work havoc with the more impressionable of his feminine clientele. Indeed, some of his colleagues had now and then declared that there were any number of beautiful debutantes in the city who manifested something of a sense of regret that their ears did not require the attention of the charming Dr. Wrenn. It is only natural, of course, that this sort of thing had spoiled him a trifle. Well might he have exclaimed with Ferdinand:

Full many a lady

I have eyed with best regard, and many a time
The harmony of their tongue hath into bondage
Brought my too diligent ear.

Ah, well, while the mills of the gods grind slowly they have the reputation of grinding exceedingly fine. And Christmas Eve was approaching!

The night of the party arrived. Wrenn was standing by the door when she came in, and he thought, the moment his glance

rested upon her, that she was the prettiest girl he had ever seen. Of course, he had felt that way on a number of previous occasions, about other girls. But this was different. It always was. Not that beauty mattered, of course! It is character that counts. Still, he thought, a girl as pretty as this must, necessarily, have a fine character. Oh, that was quite evident!

As a matter of fact, you or I would have considered the young lady little, if any, above the average in the matter of looks. A casual observer would have said, for example, that she was not a bit prettier than Wrenn's own sister. In fact they resembled each other in many ways. Yet Wrenn would have scoffed at the idea that his sister was unusually pretty. So wags the world.

Before he realized it, he had gone forward and taken her hand, greeting her as an old acquaintance. What if he didn't know her name! He really felt that she was an old acquaintance. Later in the evening, when he had ample time for reflection on what he had done, his conscience still did not trouble him. He merely felt that at any rate he *should* have known her long before.

For her part, she appeared to accept at its face value, his assumption that they had met before. Perhaps she thought she had not understood his remarks and so merely "bluffed" her way along—as some hard of hearing folks will do now and then. For he found out later that she was quite deaf, though this would scarcely have been suspected in a short conversation, as she was an excellent lip-reader.

So well did Wrenn act his part that when his sister came up she took it for granted that he knew the young lady and carried the latter away without attempting an introduction. Well, what difference did it make?

The young lady appeared to be quite popular and quite well known. From the beginning she was surrounded by a merry group. Wrenn hung around on the edge of the crowd, hoping for a chance for a word more with her. The opportunity was slow in materializing. You understand, of course, that by now the party in general had lost all its interest for him. His attention was centered entirely on the young lady.

It must have been just about this time that the Joe Baxter story came into his mind again. For certainly here was an incentive for using the plan, if there ever was one. But how? He looked about him and racked his brain for ideas. It would be difficult enough to get her away from the group, but much more difficult to maneuver her under a mistletoe branch out of the range of view of the party. The mistletoe seemed to be rather neglected, he thought.

Finally, shortly after ten o'clock, he saw her break away from the crowd and go back into the dining-room. He noticed that some of the girls had left their wraps there. From the parlor, where most of the people were, a hallway led straight back past the reception hall and to the dining-room. A number of smaller rooms opened into the corridor. Wrenn was thankful that the affair was being held in his own home, where he was thoroughly familiar with his surroundings.

He followed the young lady and stepped into one of the doorways along the hall, awaiting her return from the dining-room. The hall was clearly lighted now, but he knew that this was largely the result of the lights she had turned on in the dining-room. As soon as these were turned off, as she came back, the hall would be rather dimly lighted. And there was mistletoe over the doorway in which he stood. The plot thickens, you see!

The lights in the dining-room snapped off, and he heard her coming toward the hall. He stepped out into full view, so as not to startle her, and awaited her coming. As she came near him, he reached out his arms and drew her into the doorway.

"Forfeit!" he cried, softly, and bent his head and kissed her full on the lips.

To his astonishment, she did not struggle. In fact, she appeared puzzled rather than startled. However, he adhered to his original plan, and releasing her quickly, stepped back and exclaimed: "Oh, I beg your pardon! I thought it was my sister."

The girl turned a puzzled face up to him in the dim light. His heart sank. It *was* his sister.

**EXTRACTS FROM THE PROCEEDINGS OF THE THIRD
ANNUAL MEETING OF THE AMERICAN FEDERATION OF ORGANIZATIONS FOR THE HARD
OF HEARING, INC., TOLEDO, OHIO**

June 12, 13, 14, 1922

Continued from the November VOLTA REVIEW

President Phillips: The next paper is entitled "The Colors of the Rainbow" by Miss Cora Elsie Kinzie of Philadelphia:
THE COLORS OF THE RAINBOW

BY MISS CORA ELSIE KINZIE

IT IS needless for me to tell you that the subject which I have selected for my talk to you today is a metaphor. It appeals to me as being singularly appropriate for us who are assembled here, who know every aspect of the storm, who have experienced the breaking of the clouds and who have been warmed again by the bright sunshine. We all recall the gloom which enveloped us at the appearance of the first dark cloud upon the horizon. We could not yet realize the effect that cloud would have on our lives, how it would change our plans and shatter our hopes and dreams; nevertheless, we knew that a haze veiled our vision and that the sun had lost some of its brightness.

It is when the sky has become overcast with clouds and the storm in all its fury is upon us that our hearts grow faint and we know not which way to go. It is at this time that dreams of a lifetime are shattered, and we are obliged to get a new grasp on things.

But bitter as the experience of this period is, it is not without its overwhelming opportunity—the opportunity to show the stuff we're made of and to set an heroic example for others. It takes tribulation really to test one's mettle, and it is true that the darkest hours of life contain the brightest opportunities for the strengthening of character and development of power for service.

One of the great teachings of the Bible is that suffering is one of the instruments by which characters are perfected. St. Paul says, "When I am weak, then am I strong," and Christ himself says, "My strength is made perfect in weakness." If in the face of deafness we are determined to make it a source of strength

in our lives, an instrument for the perfection of character, God will use it as such and make of it a real asset.

It is of the readjusted, or reconstructed, life that I would speak to you today, the life of those who have weathered the storm and have come through it strengthened and sweetened rather than weakened and embittered.

We must recognize the important part which speech-reading plays in the reconstruction of the deafened. Speech-reading is to the deafened person who sets out to conquer his handicap what books are to those who, recognizing the power there is in knowledge, determine to acquire it, and as such a person could neither excel in learning nor be really happy without the medium of books, so are the deafened unable really to reconstruct their lives without the medium of speech-reading.

I know many deafened people whose lives have become most attractive and beautiful. They are people who were determined to win in the conflict and have done so. Not content to carry about them an air of patient resignation as evidence of their satisfaction in having reconciled themselves to the inevitable, they appear almost to have forgotten that their own lives have been touched by sadness, and are giving themselves in whole-hearted service for others. There is nothing more beautiful in all of Nature than such a triumph over self and misfortune. We find in it the analogy of the rainbow after the storm, the seven colors of which are symbolic of the seven virtues which we may consider as constituting the spiritual phase of the reconstructed life of the deafened, and which I would enumerate in broad terms as follows:

1. Faith
2. Determination
3. Perseverance
4. Courage
5. Self-confidence

6. Self-control
7. Cheerfulness.

Let us take the first one, *Faith*. There can be no true reconstruction without faith, and by faith I mean faith in God and in Christ, faith in ourselves and faith in our fellowmen. We must have faith in God and in His love before we can even begin to get the right attitude toward our deafness. We sometimes have people say to us that they do not see how God can be a God of love and permit deafness to come into their lives. What a narrow conception this is of God, who has nowhere promised that in this life we shall not have crosses, but rather tells us that we shall have them, and who then makes of these very crosses powerful instruments for the working out of His eternal purpose in our lives, if we but let Him.

As teachers of the deafened and as leaders in humanitarian work for the deafened, we need above all things to be spiritual leaders of the deafened. Our followers look to us for spiritual inspiration and guidance, and that means that our responsibilities are tremendous. The Speech-Reading Bible Class of Philadelphia represents the most thrilling phase of our work, and I wish that every organization in this country would include the study of the Bible in its activities. Incidentally, we teach what the Bible says and not the interpretations which modern higher critics place upon it.

Personally, I believe beyond any shadow of a doubt that no matter what hardship, great or small, comes into our lives, if we put ourselves absolutely and unreservedly in God's hands, He will overrule that hardship and turn it into positive good. In other words, I believe that the promise, "All things work together for good to them that love the Lord," means just what it says.

Second, *Determination*. There must be an absolute determination to master our deafness and not allow it to master us. An indomitable purpose to achieve anything within reason is a big step toward its attainment. More people fail to make the most of their lives through lack of decision than any other thing. There must be a definite starting point, a

fixed and resolute purpose, and then death or victory!

Third, *Perseverance*. The test of one's decision comes in the days and months and years which follow it. Perseverance means keeping everlastingly at a thing, in the face of every discouragement, and the person who does that is bound to succeed. Most of the worth-while things in life have been achieved in the face of difficulties, many of them apparently insurmountable. The soul that is throbbing with an overmastering purpose does not falter, does not shrink, when obstacles loom before it, but fired with a determination which knows no defeat counts them as a challenge. If every deafened individual would count his deafness as a challenge and would set to work vigorously and resolutely to make the very most of what is left to him, he would not have time to think about his deprivations.

I have not much sympathy with passive resignation. It should be active and constructive, and then out of our very need we can make and master our opportunity. Let us be determined to succeed, not in spite of our deafness, but *because of it*.

Fourth, *Courage*. Of course it takes courage to persevere. The deafened person meets with discouragement on every hand. In the first place, there is an astounding lack of comprehension regarding deafness itself and a corresponding lack of sympathy. It is dreadful that this situation should be so frequently found in the actual homes of the deafened, where above all places one should expect to receive loving coöperation. It takes courage for one to go ahead under such circumstances, but I am sure that if we do go ahead and do our part courageously wherever we are and under all circumstances we will win far more sympathy and coöperation from everyone than if we allow ourselves to sink beneath the burden of the cross.

It takes courage for us to mingle with people, yet it is tremendously important that we do so. The effect of seclusion on a deafened person is disastrous in the extreme. We have no right to allow ourselves to become dwarfed, and with the equipment of speech-reading and a

good hearing instrument for such occasions as come outside the limitations of speech-reading, we have no adequate excuse for withdrawing from human associations. Oh, the blessedness of our speech-reading organizations with their sympathetic and congenial companionships! What glorious opportunities and privileges they afford! I tell you I am more and more thrilled with our work every day. Every hour brings with it new inspiration and every moment is filled with deepest joy. In view of what has already been accomplished, what may we not expect to achieve within the next few years! Our opportunities for service are simply illimitable. Surely we can say that deafness on the part of the leaders in this great work has proved to be a blessing in disguise.

Fifth, Self-confidence. It is difficult to say just where self-confidence should be placed in order of importance, but if there is any particular class of people that needs it more than any other, certainly it is the deafened, and in no class of persons is it so lacking, either. Withdrawing, as deafened people are prone to do, from association with others, and from activities which require some self assertion, they are so apt to lose faith in themselves and shrink from making any effort to hold their own in the world. Fortunately, the speech-reading schools and organizations, with their many and varied activities, are mightily counteracting this situation.

The deafened person must have confidence in himself or he will not get very far, and this applies to speech-reading as well as to all other things. What difference does it make if we do make mistakes? It is certainly far better to make mistakes than not to try. Mistakes, when rightly used, are the stepping-stones to higher and better things.

A few summers ago a friend and I were in York Harbor and one day when we were out walking we came across these words: "Let me fail trying to do something rather than to sit still and do nothing." We were very much impressed by these words and often repeated them to each other. Not long after that we started our clubhouse project in Philadelphia without any capital, and some-

times when we felt that we had undertaken a good deal and wondered if we would be able to accomplish it, those words would stand out boldly before us with their unfailing inspiration—"Let me fail trying to do something rather than to sit still and do nothing!"

We must have confidence in ourselves before we can expect others to have confidence in us. The world is not going to place a higher value upon us than we place upon ourselves. "In the assurance of strength there is strength, and they are the weakest, however strong, who have no faith in themselves or their powers."

Sixth, Self-control. The deafened person who is working to reconstruct his life must triumph over his spirit. He dare not surrender himself to his sorrow nor permit moods of depression to rule him, for when he does that he becomes unfit for any kind of service, and besides making himself unhappy he makes everyone around him unhappy, too. We have no right to create an atmosphere of gloom for others. Our associates have their own individual burdens and cares, and the fact that they have not deafness to contend with is no proof that they have not something worse. Let us be careful therefore not to indulge in too much sympathy for ourselves, but let us rather bear our handicap uncomplainingly, sweetly, knowing that in quietness and confidence there is unfailing strength.

Seventh, Cheerfulness. An optimistic deafened person who radiates happiness is one of the most inspiring persons you can come in contact with and is so particularly inspiring and helpful to other deafened persons. Cheerfulness acts like a tonic and is a mental, physical, and spiritual stimulus. Furthermore, cheerfulness, like enthusiasm, is contagious, so that while we are helping ourselves by being cheerful we are helping every person with whom we come in contact, and they in turn help others. It acts like an endless chain.

When faith becomes a real and a vital and a practical thing in one's life, one cannot help looking on the bright side. For him God's wondrous love overshadows all the incidents of life and gloom vanishes before it as dew before

the warm sunshine. Such a person finds that happiness, while springing from within, yet finds its basis outside of self—in constantly seeking to bring joy and sunshine into the lives of others. He also finds that his own trials and struggles have in some marvelous, mysterious way given him the understanding that enables him to share their burdens and helps them to solve their problems.

There is a very pretty little story about a maiden who once had a beautiful garden, of which she was very proud. In the center of the garden was a lovely flower which she had named the Flower of Joy. It was the fairest of all the flowers of the garden, and the air was filled with its sweet fragrance.

Then one day the frost came and all the beautiful flowers lay withered and blackened, and as the maiden stood gazing at her blighted plants her heart was heavy and sad. While she was mourning the loss of her beautiful Flower of Joy, she heard a woman's voice, sobbing, and looking up she saw her neighbor in her garden bending over her ruined plants and weeping sadly. The maiden hastened to her side. "Dear woman," she said, "do not weep; but have courage. It may be that they are not all dead. We will work together, you and I, and see if we cannot restore them."

So the maiden and the woman went to work. They bound up the plants; they tended and watered them; they stirred the soil. Day and night they labored, until at last the life began to come back to the plants. First it came only feebly, then more and more freely, until finally they lifted up their leaves and drank of the glorious sunshine. Then they soon opened their sweet, fragrant blossoms once more. Gentle zephyrs blew among their petals, and the birds sang sweetly overhead. The woman was no longer sad, but with her heart full of joy she gave the maiden her warmest blessing.

And, oh, how happy the maiden was! She had found the woman weeping and had turned her sadness into rejoicing. She forgot all about the flowers in her own garden, but in her heart the Flower of Joy was blooming. She had found the sweetest joy that she had ever known

—the joy that comes through service for others!

President Phillips: The next paper in the series is entitled "Compensations," by Mrs. Robert C. Morris:

COMPENSATIONS

BY MRS. ROBERT C. MORRIS

Mr. Chairman and friends: Emerson called attention in his essay on "Compensation" to the law of the universe; to the law of give and take—the absolute balance of give and take—that everything has its price. Compensation means a balancing of accounts; that recompense which restores. When we lose we gain something else, declared the son of Concord.

He who has been afflicted with deafness only a short time is apt to be rebellious and he is skeptical that this universal law of compensation can possibly apply to his case. But he who has been deaf from infancy, through childhood, and youth, and through middle-age, knows that there is some soul of goodness in things evil. He knows that, as Emerson said, he can, like the wounded oyster, mend his shell with a pearl.

When one of our five senses has been impaired the four others become strengthened beyond the normal, and when sight and hearing become weak, then takes place a development of the sixth and seventh and the other senses that are all lying latent and dormant in the nature of every person, and those undeveloped senses are all lying in waiting the time of our need when we shall call for them and acknowledge them and learn to use them. And they not only help us in our contact with the material world but we know that eventually they give us vision and faith and courage and power and that eventually they can connect us, in a strong channel of power, between this world and that world of reality which we call the invisible world.

. . . Intuition develops rapidly if we educate ourselves to give attention to those flashes of knowledge which come to us intuitively; then we can have through all the life that we must live in contact with other people, a more dependable guide than any person with

normal hearing ever has. The deaf person becomes, among other things, an accurate reader of human nature. I never knew a person who had been deaf for as long as five years to make a mistake in judging men and women. They are the best of all readers of human nature. The deaf person because of his handicap is obliged to watch the lips of any new acquaintance, so his attention is not distracted by clothes or more outward appearances which reveal nothing of character. Now we know that the eyes can be trained to deceive; we know that other features can wear a mask; but the mouth indicates the true character of any person. It is the only feature that cannot be made to camouflage the truth and we who must watch the mouths of people know them better than the people nearest to them in their own families. So the deaf person selects his friends with an infallible intuition and he does not have to suffer that disappointment which comes to all our other friends having put faith in some one who was not deserving of trust.

Now the deaf person becomes, in the course of time, a very keen observer. He sees many important things that other people, depending upon their hearing, never see at all. That faculty of observation is the foundation for memory, reason, judgment, all kinds of culture, and that is why the deaf person is always a better student and goes further in any sense of the word than those who depend on the five common—not uncommon—senses. The deaf person has time to think. . . . I am never rebellious when I cannot hear a lecturer. After the first five minutes I determine to be very glad I have one solid hour to follow a line of thought of my own. . . .

The deaf person not only has time to think, which other people have not, but he learns to concentrate, to call every faculty to bear upon some task that he has to perform or some problem that he has to solve. If he cannot carry on a conversation with John Jones or Wilbur Smith it is just as well, perhaps, for the John Jones's and the Wilbur Smiths of the world seldom say anything that is worth listening to.

If the sphere of the friendships of the deaf person is circumscribed he may have quality if not quantity, and if he cannot become acquainted with a wide circle of friends then he may turn his attention to Shakespeare and Emerson and Stevenson, friends who unite the whole world. People who have normal sense of hearing are every day so occupied with the trivial matters of the day that they never find time to cultivate friendship for great books. The best-read persons I have known in many years are the deaf people. They know the world's great books and they know them by heart, not by art. They love a great book because they have had a consultation and intimate acquaintance with the world's best minds. Many of the greatest critics, reviewers, editors, authors, and others of that kind are among our hard of hearing men and women. If we cannot hear a lecture we may console ourselves with this thought: that the best of the lectures always find their way into print and 90% of the lectures, so far as literary values are concerned, are not fit for print, and we can always find in print the very best without wasting so much time in trying to hear them.

If the deafened person has a great love for music and he thinks that his life is barren and poor without the consolation of great music, then he must remember this: That his sense of music cannot be insulted by the universal, blatant jazz, the noise which constitutes 90% of the so-called music of the present day! And the deafened person can learn this: that great poetry can in every sense take the place of great music, for it will satisfy his sense of rhythm and harmony and time, and melody, and all that music does for us, and he can personally select the world's greatest poetry. He can enjoy that without having to listen, as he would at a concert, to so much that is not worth listening to, and he can bring himself, whenever he needs the consolation of music, within the sphere of great poetry which consoles even as music does.

Many deafened people, because of their powers of concentration, have become specialists and experts, and most of us have learned the best of all things that

we learned from being handicapped, and that is that we can build a world of joy and accomplishments with such tools as we have. To be able to hear as the average person does is just to be an average person, but to be able to do something—to specialize—to do something better than the average person can do it, is to cause a thousand people who can hear, to seek the path to our door. We can, and many have done that.

The hard of hearing person is sympathetic, and the world needs that kind of understanding sympathy in a world where there are so many suffering from social and other losses. It is not just that a deafened person can sympathize with the deafened person, but his heart has been opened in sympathy for every one in the world. He understands, he appreciates, he knows, better than any other people on the outside can know; that love, loving kindness, tolerance, mercy, forgiveness, are the bedrock qualities of the character of the hard of hearing.

Children should be taught that physical deformity is a trivial thing—that it is an unimportant thing. To be physically handicapped in any way does not amount to anything. Shakespeare said, "None can be called deformed but the unkind." Every school child should memorize that sentence. "None can be called deformed but the unkind." Deformity is in the mind and soul, not in the body. The athlete wins a race because he has run many other races, because his muscles are developed. The wrestler goes out to many a fight before he goes out to meet the champion. And we grow strong not by admiring strength in other people but because every day we have, in the morning, to stoop and lift our own personal burden and wear it for every day like a new thing; and that lifting of a burden every day is our form of spiritual exercise. And so we have learned in the course of years to carry it brightly, for we know what it has done for us.

In this connection, we have come from many different family circles. We represent social and professional work—relationships of many different kinds;

but here in this convention, perhaps for the very first time in our lives, we are among our very own people. For we are the people who understand each other so much better than the normal people who have to live with us twenty-four hours a day. Those who love us and can hear can never hope to understand us as we understand each other. Only you and I know the world in which we live, and I speak to you this afternoon as mine own people. It is a very great honor to say a few words to you, for I am proud to be numbered among your gallant company and I count that as one of the great compensations that deafness has brought to me.

President Phillips: That speech almost makes me wish I had a little trouble with my hearing. Or, in other words, who wouldn't be deaf?

The last paper is entitled "Attitudes," by Miss Mildred Kennedy, of Boston.

ATTITUDES

BY MISS MILDRED KENNEDY

It has been found necessary to abridge this paper in the *VOLTA REVIEW*. It will be printed in full in the proceedings.

The attitude of the deaf toward the hearing person is changing. It has been changing for the last decade—but during the past four or five years the change has been very marked and noticeable to those of us who have watched the transition with a degree of pride and interest.

Now just a few suggestions that may aid us in our relations with one another and with our hearing associates as well. I am speaking now in behalf of the deafened as one of them.

Whenever you are spoken to, be courteous enough to assume a mental attitude of listening. Even if you cannot hear with your ears, *watch* with your eyes. It is a quality that causes great annoyance among our friends when we do not pay attention, or act with indifference, or worse, pretend we know what has been said, or is about to be said, when we really do not know at all! Cultivate the habit of watching the speaker's face, especially the lips, at all times. Don't let your eyes or mind

wander, concentrate your gaze and your thoughts. This habit will help you and others, almost more than any other one thing. Wait till the person has finished speaking. I mean by this, don't break in and interrupt when you have only half the thought or idea. Of course I do not mean one should not ask the speaker to repeat where the remarks have not been followed and the thread of the thought is lost, but guard against that very annoying habit which some of us have, of breaking in on a half-expressed thought and carrying on the conversation along our own line, which may be quite different from the thoughts or ideas or purpose of the first speaker. We must be very careful at all times not to interrupt! When in company with several persons, we should not depend upon our ears to tell who is speaking, but with a quick glance around the group *see* whether or not someone is talking; then we can take advantage of a timely silence to express an opinion that will in all probability, thanks to this little ounce of caution on our parts, meet with a most interested and sympathetic response. Remember, in a company of hearing people it is not necessary for one who is deaf to monopolize the conversation or to take the initiative. Many of us have without doubt experienced the effect of a deaf person breaking in upon a subject of interest to all concerned, perhaps we, even, have committed this offence ourselves. It can be avoided.

Be careful not to make your deafness a subject of conversation unless you are sure that by so doing you make it serve as an inspiration to others. Don't talk about the head noises, or your own feelings of depression, et cetera; always avoid all self-pity as a subject of little interest to others. Let us keep this aim constantly in mind, to endeavor to win the respect and admiration of individuals in particular, and the community at large, through our own mental attitude which should be positive and constructive. We should use every means at our command to save our nerve strain. Keeping mentally alert, with eyes and thoughts keen. Paraphrasing the saying "use your head to save

your heels," let us "use our heads to save our nerves."

We should form these habits:

Not to cross a street without first stopping to look in both directions, one is not enough! Then to keep mentally alert while going on our way. Remember the story of the child, who, when asked to tell the difference between the "quick and the dead" answered "The quick are those who are able to get out of the way of an automobile, and the dead are those who are not."

Where there is no sidewalk and it is necessary to walk on the road, we should walk on the side where the automobiles come toward us, that is, on the left hand—not on the right. And when obliged to turn out for an approaching vehicle step off the road into the gutter or bushes, *never* into the middle of the road.

We must try to forget ourselves and our own feelings as much as possible. . . . Our attitude toward those with normal hearing should be one of courage, inspiration and determination to demonstrate what we can do and how we are going about to do it. Now I wish to say a few words in regard to "The Hearing Person's Attitude Toward the Deaf."

Nobody believes for an instant, that one who is blessed with normal hearing *wants* to show irritation or annoyance because of the seeming stupidity, which in reality is often only slow mental reaction, the direct and inevitable result of dull ears, yet, too often irritation and annoyance are expressed, and even a slight manifestation of these are too readily felt by the deafened who are almost always supersensitive. . . .

The early stages of deafness are usually accompanied by ill-health and attendant nerve strain which too often manifests itself in a lack of mental and spiritual self-control. This, if indulged, will grow into a permanent habit and health will further suffer. To acquire the necessary mental and spiritual self-control on the part of one growing deaf, requires a restoration to more normal health, and a subsequent degree of unfoldment that only time and experience can produce. Meanwhile, could their

hearing associates have a slight understanding of the struggle accompanying this process of readjustment they might the more readily aid them. All who have normal hearing should try to appreciate the nervous strain to which the deaf are constantly submitted, and when they are "tired," "weary," and want to be left alone, don't feel that they are growing "selfish," "morbid," "introspective." Their salvation often lies in their ability to develop resources within themselves, and these resources are found in the quiet—the quiet that leads to self-knowledge, self-reverence and self-control. When a deaf person has really acquired these he is the better able to mingle again in the sphere of life with calm and poise.

Deafness does not show itself to the average observer, and therefore it seldom occurs to the average hearing person that one who "acts queerly" may be deaf. Such action is more often credited to stupidity, boorishness, or even mental deficiency! This may be very largely due to the attitude of the deaf themselves, who should overcome their sensitiveness and be willing to acknowledge their limitation when it is necessary. If they are willing to go half way the average hearing person will readily go the rest of the way. . . .

The deaf must do much to help themselves, but others, our friends, and more especially the members of the immediate families, can do much to help them. There are so many little ways through which thoughtfulness can be expressed, and so the tremendous nerve strain of the deafened can be reduced.

A speech-reader must have the light on the speaker's face. Don't speak standing with your back to the window, or with a lamp behind you so that all the light shines into the eyes of the would-be-speech-reader, giving extra strain. Persons often form the habit of placing another in the light so that they can watch and study the play of expression on his face: but when you are talking to a deaf person try to consider him, his needs, try to help him in little ways. After placing yourself in the best possible light, speak naturally! Don't EXAGGERATE! Don't make those awful facial gyrations and contortions

that make you appear like caricatures. . . . SPEAK NATURALLY! I want to show you how you can train yourself to do this. Stand before a mirror, or hold a hand mirror in such a way that the reflection of your face is in the same relative position that you would be when speaking to another, then talk out loud, and quite naturally, watching your own lips as you speak. First try speaking with marked exaggeration. Do this in order to see for yourself how you look when you do it with the purpose of *helping* a speech-reader to understand what you are saying. It won't take you long to see what contortions you are making, and I think it will help you to remember not to do so! Speak naturally, but if it is natural for you to speak very rapidly, slow up a little, use moderation with clear diction and enunciation.

Remember as a rule, that long words are much easier to see on the lips, and therefore to understand, than short ones, for instance: "It can't be done," is a very difficult sentence to read. "It would seem almost impossible to do that," is much less difficult. If you will repeat these two sentences before the mirror, you will readily see how much more the one has of visible movements than the other.

Avoid all mannerisms. Keep your head and hands quiet while talking to a deaf person. Talk with your mouth, not with your hands and fingers and your head! Cultivate quiet, calm repose. Don't smile or laugh or giggle while trying to make a speech-reader understand. Don't start to tell how something should be done, and illustrate what you mean by doing things that require him to take his gaze from your face while you are talking. If you wish to draw an illustration, or a diagram or point the way on a map, or show some photographs, give him time to look at the thing you have to show him, and *stop talking* while doing this.

If it is necessary to attract the attention of deaf persons who are not looking at you, try to catch their eye, or to attract their notice in other ways than by poking, or grabbing hold of them. People cannot realize how annoying and jarring to one's nerves this last method is!

It is more cruel than you can possibly realize. Its startling effects cause the heart to thump and this stirs up the head-noises, besides leaving the nerves all a-quiver.

A few suggestions to follow in behalf of the deafened who use the hearing aids. To make use of these aids is an art. Have you ever stopped to consider the amount of self-control and poise required to use any of them? Ears—even dulled, deafened ears—are extremely sensitive organs. Why this is so I cannot tell you; but that it is so I know. There are a great variety of hearing aids. Long tubes, horns, cups, and others that merely serve to concentrate the waves of sound, focusing the volume to a point as it were, and the electrical aids that intensify the sound waves and vibrations as they strike upon the ear. Remember when speaking to one who makes use of any of these, that you are using a very sensitive instrument, and that the diminuendo and crescendo of speech should be avoided for the effects of these are too often agonizing to a degree.

Now I'm going to give you some "don'ts."

Don't laugh loudly into an instrument; don't blow, or cough into one; don't put your hand over the end of the tube and force the air through it; don't tap with your fingers on any part of it. Through nervousness or any other reason, never play with an instrument. The advantage of the electric instruments with the adjustable switch that can control the volume of sound reaching the ear, is obvious. Don't expect any instrument to restore the hearing to normal; they are at best only a crutch.

In the name of the deaf and the hard of hearing I want to plead "give them a chance!" Be patient with their efforts, try even more to be patient with their failures. Don't make them always resort to hearing instruments or a pencil and paper—and above all DON'T YELL at them. If you could realize the effect of this on their nerves, you would not do it. To most of them it is truly terrible, for it leaves their nerves quivering, and this again increases the trying head-noises that so many of them have to endure.

Lastly, I want to say a few words in behalf of employment. During the six years our Guild has been in operation, the employment problem throughout the country has been intense; and the cry of the unemployed has been loud and far reaching. Of course the deaf, like others, have had to face this situation, and at times it has seemed to many an almost hopeless and totally dark problem. But the dawn is breaking, even for them, as we realize when we read such a statement as the following quotation from "Report Number 1. Gainful Employment for Handicapped Women," this being the report of "The Coöperative Social Research by Simmons College School of Social Work, Boston Council of Social Agencies and The Women's Educational and Industrial Union."

Managers of Boston Industries were visited by workers from King's Chapel Bureau for the Handicapped (which has since been merged with the Bureau for the Handicapped of the Women's Educational and Industrial Union), in order to discover whether they would be willing to employ persons suffering from various personal defects. A great variety of industrial work was offered. Several employers expressed decided preference for such workers, pointing out that deafness is a positive advantage where the noise is disturbing or where there is a disposition to waste time gossiping with fellow-workers; and suggested that the handicapped workers often are more regular in their habits. Among the numerous industries reporting jobs suitable for handicapped workers are the following: bookbinding, paper box, cigars, confectionery, electric fixtures, photographs, knit goods, and various sewing trades.

The deaf and the deafened all over the country are awakening the respect and admiration of their hearing associates; they are beginning to demonstrate what they can do in spite of their handicap, beginning to prove that in many lines of work deafness may even become an asset.

Work, service, occupation, are the salvation of mind and body. When you can do so, give the deafened work, remunerative work, that will enable them to become self-respecting through becoming self-supporting. So in behalf of the cause I plead for the deaf, "Give them a chance."

President Phillips: Mrs. Bowen, can you have a meeting of the Nominating Committee at the close of this session?

(Affirmative answer). We will have a meeting of the Nominating Committee at the close of the session in this room.

Miss Kinzie will conduct discussion.

SUMMARY OF DISCUSSION

MR. WALTER O. SMITH of Flint, Mich., corroborated Mr. Childs' statement that the attitude of deafened people has much to do with their success in business or in any activity. He expressed wonder that more men do not study speech-reading.

MISS BESSIE I. WALBRIDGE of Toledo compared lip-reading students to foreigners learning the language of a new country and advised them to laugh at their mistakes. She advocated the wearing of a badge by all hard of hearing people.

MISS LOUISE HOWELL of Cleveland cited instances of successful business men and women who had succeeded in spite of their handicap and her discovery that Washington was hard of hearing. She urged the thought that "you can do anything you want to do if you try hard enough."

MRS. KNOWLTON of Boston referred to the shining of the rainbow through her life as wife and mother and stated her belief that the deafened person should go forward in faith without fear.

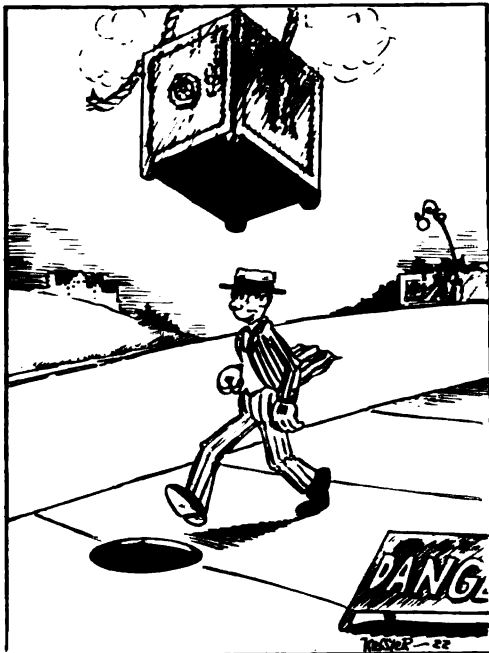
MRS. PORTER of New York gave as her belief that deafness should be for growth, not warping, and that we should make ourselves so busy that we have not time to think about it. She urged the study of speech-reading as the deafened person's salvation and recommended the teaching of speech-reading if it could help one's own mastery of the art.

MISS PECK of New York cited cases of professional women who had succeeded in spite of the handicap, naming a literary research worker, a chemist and a physician. She plead earnestly for all the deafened who have not had our advantages and stated our duty to pass on to them what we have received in spiritual compensation and uplift, and closed with a reminder that deafened people were not perfect and that we should make communication as easy as possible for our hearing friends. Mrs.

Knowlton followed with a corroboration of the point.

Miss KINZIE then adjourned the meeting to the next morning at 9.30.

(Proceedings to be continued)



"AWFUL, THE THINGS THAT MIGHT HAPPEN TO ME!"

CHEER UP!

Outside my window 'tis raining and drear;
Overcast heaven sheds tear upon tear;
Life seems so futile and void of all cheer;
Still, it could be much worse.

I could be down with the fever and chills;
Bankrupted too, with unpayable bills;
Plagued and distressed with all manner of ills;
Yet, it could be much worse.

Awful, the things that might happen to me;
Heartbreaking sorrow and much agony;
Woe would be mine if my eyes could not see;
That, would indeed be worse.

Outside my window 'tis raining away;
I have a song that I'm singing all day;
Turning my work into lovable play;
"Cheer up! It could be worse."

—SAUL N. KESSLER.

Those New Yorkers who love the theater, and can enjoy a play if they have good seats, will hail with joy the announcement that the New York League for the Hard of Hearing has made an arrangement with the Theater Guild to supply first row center seats for any of the Guild's productions.

SUCCESSFUL DEAF PEOPLE OF TODAY

BY LAURA A. DAVIES
NUMBER 5 DIRK P. DEYOUNG

IN A prairie sod dugout, on the plains of western Kansas, about forty years ago, was born a boy, Dirk P. DeYoung, whose whole life has been a struggle to overcome. He was one of ten children in this pioneer family where life meant long hours of uncongenial toil with small opportunity for intellectual improvement. The only one of the ten with the physical handicap of deafness was also the only one to receive a college degree. He did this, as he has done everything else in his busy life, through faith in his ability to do it and the persistence to hang on till it was done.

While he was still a small boy, his family moved across the state line into Nebraska, where he received a scant knowledge of the three r's in a country school shack of pioneer type. It was when he was fourteen years of age that a serious illness left his hearing impaired and progressive deafness set in. By the time he was twenty-one he had definitely decided that he did not wish to be a farmer and made up his mind to secure a college education. He had no money and must therefore work his way, yet he made the remarkable record of completing both the preparatory and college courses in fifty months actual attendance, securing his B.A. degree from the University of Nebraska.

In spite of his defective hearing and his lack of funds he was a good mixer and a leader among his classmates. He was on several intercollegiate debating teams, one of the editors of the school's daily paper, and showed his genius for politics by building up a political machine in his class with strength enough to elect four out of six class presidents during its existence. His knack for salesmanship usually enabled him to earn enough through the summer months to carry him through the following school year.

After leaving school he continued his salesmanship work with the International Harvester Company, traveling extensively through Russia and South America. He received a high salary, and better than that he gained much from his travels and his association with men of big business ability. But his deafness

was increasing alarmingly. He threw all his efforts and all his savings into a vain attempt to check it. He went the rounds of specialists and quacks, patent medicines and climates, and every manner of hearing device. When his money was exhausted he turned his attention to regaining his general health which had been much impaired by the nerve strain of trying to hear. He gives all the credit for his victory in the pursuit of health to his wife, a college classmate whom he married three years after they graduated. He says she knows enough about the subject of exercise and diet to train a prize fighter.

In 1908, under President Roosevelt, he was appointed as Vice-Consul to Brazil, transferred to Amsterdam as Vice-Consul in 1909, and was made acting Consul there in 1914. Here we see the background for his story, "The Smugglers of the Rotterdyke" in the March *VOLTA REVIEW*. He learned to read and speak four languages. He came into close touch with men of business, statesmen, nobility and royalty. He was seeing life from many angles and laying a broad foundation of experiences. Yet all this he considered as temporary and not a part of his real life work.

In his youth he had thought seriously of the law and politics, but deafness turned his attention toward big business as an outlet for his genius as an organizer and leader of men. As soon, therefore, as he had accumulated sufficient capital, he resigned from the foreign consular service and returned to New York to engage in an importing and exporting business. This was early in 1914, before the outbreak of the world war. His intimate knowledge of foreign markets and wide acquaintance with men of influence abroad were a tremendous asset. He chose as his associates hearing men of ability and gave his organizing power full swing. The capital invested increased from thirty thousand dollars in 1914, to nearly a million in 1920. The annual turn over grew from one hundred thousand to four million in 1919. It was not a war enterprise.

DIRK P. DeYOUNG

It dealt only in the necessities of peaceful life, yet along with countless other corporations it went down in the financial crisis of 1920, and the savings of a lifetime were swept away in a few months. This was the crisis where the character of the man "tried in the fire" was shown to be pure gold. Most men can live fairly respectable lives in times of prosperity. It takes a crisis to show what one is really made of. Mr. DeYoung says that the Dr. Jekyll and the Mr. Hyde hidden deep down in every man had a hard struggle for the mastery of his actions at this time. Here are his own words about it:

"Before the company went into receivership temptation was strong to conceal assets for the benefit to myself and associates. The Mr. Hyde in me argued that I was a defective, that I was getting on in life, that I should save something at all hazards from the wreck. The "man" in me wanted to do the square thing by everyone, while the "self" part wanted to grab something and run. I wanted to slink away and hide like a coward from my creditors, but the manly part of my character, took me by the nape of the neck and forced me to face the music."

Everything went, even the beautiful suburban home. More than that, as an endorser of the company's notes a heavy load of debt was left. All that he saved out of the wreck were the intangible resources of character and the respect and confidence of his business associates. Surely Kipling must have known just such a man when he wrote his much quoted lines:

If you can make one heap of all your
winnings,
And risk it on one turn of pitch and toss,
And lose, and start again at your beginnings,
And never breathe a word about your loss;
If you can force your arm and nerve and
sinew,
To serve your turn long after they are gone,
And so hold on when there is nothing in you,
Except the will which says to you, "hold on."

Already Mr. DeYoung has started again at the "beginning" and he has the will power to "hold on" till he has again climbed the ladder of success. The stockholders of the old company have contributed sufficient capital to start a new

business along the line of the old, of which he is President and General Manager.

From a background of such varied experiences, Mr. DeYoung has written much for magazines and newspapers. It serves as a restful hobby to turn from business affairs to writing in odd moments, and it is growing into quite a profitable sideline. On the trains going to and from his office, in the evenings and at week-ends, his pen is always busy, doing its share in paying up honest debts and providing for present necessities.

His wife and two small daughters, aged seven and five, compose the happy domestic circle in his home. It is evident that he owes much to the sympathy and understanding of Mrs. DeYoung, who has stood by him through failures and successes, shielding him from worries, watching over his health and keeping him in touch with the world socially. He laughingly declares that she can summarize for him in five minutes the things that have been talked over during four hours time when they return from spending an evening with friends, and he would not want to hear again all the rubbish that makes up ninety per cent of the conversation of hearing people. He has more valuable use for the space in his cranium.

Up to the time he was twenty-one the only book he had read was the Bible. Since that time all the great masters of literature have been his companions. He says that he has enjoyed them more than anything else on earth, and when he gets up among the saints, after he has renewed acquaintance with a few of his dearest relatives, he wants to grasp the hands of these "great immortals of the craft." Like many other deaf persons he has developed a wonderful power of concentration. He can center his thoughts on one subject for hours together and lose all sense of time. He can read a three hundred page novel at a single sitting and says that he "could sit down amidst the rabble of the pit of a board of trade and write an essay on a subject as dry as the dust of Sahara."

He insists that we who are deaf should come out of our shells of sensitiveness

and make the world feel that we are just as much entitled to a place in the sun as those who have good hearing. "It is our own fault that we have allowed the world to rig up an economic and social system in which we are obliged to be handicapped. It is the duty of the community of which we are a part, and a very large part, to adjust things to meet

our peculiar needs as living members of society." All who are interested in social work among the deafened will respond with a hearty amen to that. At the same time Mr. DeYoung insists that we must do all in our power to eliminate the handicap. He himself supplements his lip-reading with a high powered electrical instrument and finds it a great relief.

"Travel as a friendly man wherever you go; make new friends."—CHAS. F. DOLE.

MY DEAR FRIENDS:

Would you like to leave the chill winds of December and roam for a little while with me on the sweet island of Sicily? It was about the last of June when I first saw the entrancing harbor of Palermo—and yet I have only to close my eyes, and I am there once more.

We had been twelve days on the ship. When I awoke on the morning of the thirteenth, I observed at once that the machinery had stopped and I knew that we must have anchored in the harbor at Palermo. I hurried up on deck, and found that we were floating on water as green as jade, and that beyond there was a long straight water-front, on which people and teams were passing constantly. Back of the water-front and curving around the edge of the bay was the city of white and yellow buildings with dark tile roofs. Behind this city, there arose with startling suddenness a huge mountain, rough and tawny, which completely dominated the landscape. This was Mt. Pelligrino. There were very few trees and apparently no homes upon it—as though it were too great a task to hew the rock and fasten on a dwelling place. The bay was filled with many kinds of craft—one or two ocean liners,

fishing vessels with colored sails, little black smoky tugs, and ever so many row-boats. The men all *rowed standing up* and facing the direction in which they were headed. We went ashore in one of these little boats and motored through the city streets—wide and well-paved, but frightfully dusty. All day long we were enveloped in thick clouds of white Sicilian dust! The life on the street was fascinating. Our automobile—and all the other machines in the city—rushed pell-mell, with a continual shrieking of sirens and horns, and no apparent regard for life or limb or street corners, through the city and half way up that strange mysterious mountain to Monreale. On the way we passed a few horses and carriages, but almost invariably the natives use diminutive little donkeys which seem incapable of drawing such prodigious loads. They patter merrily along, pulling the gayest little two- and four-wheeled carts ("glorified dump-carts," someone aptly called them). They were gorgeously painted with bands of red, gold, blue and green—and besides these bands were elaborate religious and patriotic scenes on the side and tail-boards. The horses and donkeys were caparisoned in scarlet pompons, silver bells, silk scarves, and were driven

BEHIND THE CITY THERE AROSE WITH STARTLING SUDDENNESS A HUGE MOUNTAIN

by naked boys and men in rags. Generally there were loads of muck, and dirt, and produce, in these astonishing vehicles of art! I recently came across a poem which so accurately and musically describes them, that I will let Wilfrid Thorley draw the picture for you:

"The horses in the carts at Rome have plumes
of red that stream
From a little brazen helmet tricked with bells
that chime and gleam
And the carters' songs are catchy—
Sono nato per i bacci—
It's the wine that makes them dream.

"The wheels that spin beneath the boys that
hold the bridle-reins,
Are the yellow of ripe lemons or the ruddy
hue that stains
Wickered wine-flasks; and each
fellow
Calls his *carro molto bello*
"As he rolls along the lanes.

The horses' hides are smooth as silk, and
knots of tasselled string
And netted skirts fall down from them to
keep the flies a-wing,
As they stride in all their glory,
Distintissimi signori
In their gallant harnessing."

We went through our first cathedral at Monreale. It is very old, dating back to the eleventh century (long before Columbus, you see), and shows very strongly the influence of Byzantine art, which the Saracens had brought with

their invasion. The ceilings and walls were rich with gold leaf and mosaic. Age had crumbled the mosaic, but the gold still shone with beauty and majesty. High up on the walls the Bible stories are told in pictures; there was a long series of Noah and his Ark, and another of Adam and Eve. They were naïve and crude and childish (the Renaissance was still very young) but they had a certain quality of thought that made them superior to even the best in pagan art.

Would you show a visitor through the grave-yard, if he came to see your city? The Sicilians are proud of their Catacombs, and take every tourist through them. We walked down long corridors lined with coffins one on top of another, where archbishops, and virgins with cap and palm, were laid in state. On the walls were hung the monks in rotting gown and cowl—there were fifty thousand skeletons in that place!

How much better for our spirits were the lovely Botanical gardens, with tropical foliage and southern fruit! Here I found the Egyptian lotus flower in bloom.

Our lunch was typical of all the meals we had in Italy: very much spaghetti, meat too well done, *boiled* cucumbers, potatoes, beans, and an abundance of cheese, fruit and wine.

IT IS VERY OLD, DATING BACK TO THE ELEVENTH CENTURY

The Palermo Cathedral was once an Arabian mosque, but later architects, thinking to improve it and make it Christian, completely spoiled it. The interior was cool and refreshing—grey walls and grey pillars going up to an imposing height. The paintings were very modern and very fine, but not famous. The Cathedral is ten centuries old and yet it is not completed—a fact which rather takes an American's breath away. In one of the little chapels, a wedding was taking place. It was very much like one of ours—sweet music, a quiet hush, a shy bride in white, a groom in conventional black, and two young flower-girls in pink silk. All Sicilian girls wear shoes with heels over three inches high. But the men are the ones who are vain and proud and strut about and pose! Here we must leave Sicily and the Sicilians and come back to the VOLTA REVIEW.

What do you do when you are at home alone and you simply *must* know if someone rings the door-bell? Tell your neighbor upstairs (or down) to call you—or sit by the window and watch? There are situations where you can't

do that. Are you the kind that *gives up* or the kind that *finds a way out*? I will tell you what some of the readers have done.

One friend had a lead weight hung on a hook. When the door-bell rang, the weight dropped to the floor and she either heard the thump or felt the vibration. Another friend used a bag of sand in place of a lead weight.

Everyone can't have a little dog to give warning, but I know two friends who have Pomeranians that bark furiously whenever the door-bell rings. If this does not meet with a response, they leap up and paw until they are reproved or someone goes to the door. One of these little dogs, "Buddy," was a member of the Speech-Reader's Guild of Boston for a year.

A New Haven friend writes:

For eleven years I lived alone in an apartment, and had difficulty with my door-bell, but hit by chance on a solution. I first tried out my device on the telephone, which I then could use, though could not hear the bell. I had a small hollow box made with one side left out and a handle on top. A Ford auto horn was fastened to the box, which was connected also to three dry batteries. The box was attached to a long cord to enable me to carry it from room to room. It worked so satisfactorily that I had another Ford horn attached to the door-bell. This horn I had suspended over the door in the living-room. It certainly proved a blessing, since I could not possibly have continued living alone for so many years without the aid of my two "Fords," which have never failed to arouse me, and I may also add, my neighbors!

A friend in Boston says:

Personally I find that I hear the jingle of old-fashioned bells better than an electric gong.

Apropos of the above, someone wrote:

I know a person who had a large electric door-bell fastened to a board, at the end of a long cord, which she could carry to any part of the house.

From Yonkers, a friend writes:

The door-bell-light is a simple, practical arrangement. About the only cost is the wiring. The wires are connected to the electric meter and the little power it burns adds only a trifle to the light bill. If you have the bell-light connected to batteries, they burn out often and it's costly having them renewed.

The one great trouble is finding an electrician who knows how to do the work. In my long search, even in New York, I did

not find one. I interviewed six and not one of them had ever installed a door-bell-light. I finally found a man who became interested because my Scotch accent reminded him of his mother! The result was that a month later I had installed what we thought was a wonderful arrangement. From the chandelier in the living-room hung a red bulb, placed so that it reflected in the mirror of the side-board in the dining-room, and also in the mirror in my room. That was as good as three lights. It was quite a strain watching for the light and often a caller had gone before I saw the light was burning, so I got a second bulb attached to a long cord. This I could lay on a book if I was reading, and when running the sewing-machine I hung it on Janet. (Janet is the shaving mirror I bought for mirror practice.)

In the kitchen the red bulb was on a long cord. Three mirrors bought at the ten-cent store added three reflections. When I was cleaning the bedrooms I carried the kitchen light into the hall. I could place Janet on a small table, screw her up or down and tip her at an angle that would reflect the red light fourteen feet away.

It took some time before we got the thing working right. The night the family came home and found the red light, they also discovered the door-bell did not ring. Another time, there was neither light nor ring. The push-button was out of order. I state these facts so that others may avoid them.

At first we used batteries. After I had the second set put in I went out for the day and forgot to turn off the switch. When I came home, I found the light burning and the new batteries almost burned out. When the same thing happened soon after, the electrician discovered that the wires could be connected to the electric meter. Then all our troubles were over. I had only very small bulbs when attached to the batteries, but when it was connected to the meter, I used regular-sized bulbs. You can have the light on a switch that burns until you answer it, or have it blink as the button is pushed.

I have a friend who has a light that works as mine did. She lives in a new apartment hotel and the manager had the light put in for her. Another friend tried to get the electrician in her home town to put in a door-bell-light, two years ago. She's still waiting and wishing she could get a man to do it. I hope some of our deafened electricians will take notice and make a specialty of installing door-bell-lights. They are a wonderful help, especially in the city, where the door cannot be left on the latch.

In 1917, when I took up the study of lip-reading, I moved to New York to be able to attend practice classes, League, etc. It was a new experience, living in a large apartment house and not being able to hear door or dumb-waiter bell. I thought I had solved my delivery problem when I had a chain put on the door so that the milk-man could slip in the bottle but only a few days later the iceman came much earlier than usual. When he did

not find me watching for him, he took the liberty of coming in by the window from the fire-escape. Pedro thought he was very clever to think of helping me in that way. I did not want it to happen again. That sent me hunting for a door-bell-light. When ears get dull, wits get sharpened.

Have you joined the Correspondence Club yet? This is what one of the Club members wrote on receiving the Ring letter.

This bunch of letters has it over any I have had the pleasure to read. So full of pep and good cheer, of encouragement, the kind that comes from realizing that others are "doing" under the same odds that I am. Really is it not wonderful, this collection of letters? Lines from one who is "Rocked in the Cradle of the Deep," others from out of the great metropolis of the east, from the sunny south, from balmy California, from the mountains and plains of Montana and Wyoming and from the fertile prairies of the middle west. Just another advantage of being deaf. Mr. Ferrall should take notice.

Why don't you join and receive just such enjoyable letters yourself?

The VOLTA REVIEW is conducting a campaign for an increased subscription list. It is hoped that when the campaign is over, the magazine will reach twice as many deaf people and friends of deaf people as it does now. That means that twice as many people will read the helpful and inspiring articles and stories, twice as many teachers will find interesting class material in its pages, twice as many readers will laugh with John A. Ferrall, and—my heart leaps at the thought—twice as many friends will come to The Friendly Corner. Won't that be splendid!

Why don't you give your deafened friend a subscription to the VOLTA REVIEW for a Christmas present? There's a gift that would last for twelve months, bring your friend something to think about and something to laugh about, and also HELP THE DRIVE FOR SUBSCRIPTIONS. Will you do it?

Lovally yours,
THE FRIENDLY LADY.

HOUSTON CLUB

At the fair recently held in Houston, Tex., most attractive circulars were distributed by the members of the Houston Club for the Hard of Hearing, describing the aims and purposes of that organization. The Club also had a needle work exhibit in the fair, and sent two of its members each day to give literature and information regarding the value of "the subtle art."

ARE YOU A MEMBER OF THE "ME TOO" CLUB? THEN LISTEN!

BY JOHN A. FERRALL

"A WORD, allow me, kind ladies and gentlemen!" sings Tonio before the curtain in Leoncavallo's famous opera, *Pagliacci*. Now, I feel a lot like singing, but, while my voice is such that it will carry for seven miles on a clear day, I believe that I'd better trust to the written word in the present instance.

Members of the "Me Too" Club, I've just seen a letter. It is a remarkable letter, I think. Perhaps it is all the more interesting because it did not happen to be addressed to me. Here it is:

Dear Doctor:

Do you ever tell your patients that there is nothing more you can do for them?

That was what the last aurist I visited told me. He had believed that he could improve my hearing by a course of treatment. One day he faced me squarely, and said, "There is nothing more I can do for you." The little ray of hope he had kindled went out, and from the darkness, I said, "You would if you could, wouldn't you?" He replied very sadly, "I would do anything in the world to be able to help you." I went out, convinced of his sincerity, but with a very heavy heart.

Do you know what becomes of such patients? The dark companions of deafness are despair, anger against fate, envy, fear and bitterness. The discouraged patient broods over these somber thoughts until he has brought on ill health. He is frequently led into hysteria and melancholia—and often to the border of suicide.

You may say, "But what can I do? I must tell them the truth."

By all means tell them the truth—but make it the **WHOLE** truth. Tell them that they will be helped by the study of lip-reading. It is the only sensible recourse for the totally deaf; it will greatly lessen the nerve strain of the partially deaf and so preserve the hearing. I know this because lip-reading made it possible for me to get a degree from Wellesley College.

Tell them that there are Clubs and Leagues where others, similarly handicapped, have good times, do serious club work, and gain self-confidence and courage enough to go back into their former activities.

You should tell them of the **VOLTA REVIEW**. If you have this magazine on your table, the waiting patients will find interesting articles and messages of encouragement in its pages. If you must tell them that you "can do nothing more for them," give them your most recent copy of the **VOLTA REVIEW** and tell them to take it home and read it.

You undoubtedly subscribe for the leading medical journals because they keep you in contact with medical progress. You should subscribe for the **VOLTA REVIEW** because it will

give you an insight into the interests and affairs of the deaf, not obtainable elsewhere.

May we count on your coöperation?

Yours most sincerely,

WINNIFRED WASHBURN.

It is my understanding that this letter was written by Miss Washburn merely as incidental to a campaign for increasing the circulation of the **VOLTA REVIEW**. But it impresses me as being too valuable, as expressing a vital situation too clearly, to be restricted to such a limited distribution. I should like to see it placed before every person in America interested in the welfare of the deaf, and I should like to have each one of you help to place it there.

Ten years ago physicians who treated the deaf did not appear to place much importance on the improvement of the mental tone of their patients. I know that considerable progress has been made in this direction of late years and the **VOLTA REVIEW** now has a considerable number of aurists on its subscription list. I know personally of at least one who *reads* the magazine!

I, you see, once heard those fateful words: "There is nothing more I can do for you." "*Me Too*," choruses the membership of the "Me Too" Club. Fortunately, most of us learned ultimately that there *was* something more that could have been done—but wasn't. We *could*, and *should* have been told of the **VOLTA REVIEW** and its continual messages of helpfulness, and encouragement. That is why I am writing this—to ask members of the "Me Too" Club and all others interested to see that every family physician and specialist in the treatment of the deafened reads Miss Washburn's letter. Then you will be doing something more for the deaf. Tell them the truth, certainly, but tell them the whole truth, which is that **WHILE THE VOLTA REVIEW CANNOT RESTORE THEIR HEARING IT CAN TEACH THEM TO BE HAPPY WITHOUT IT!**

One of the treasured memories of the Austine Institution for the Deaf, Brattleboro, Vt., is that of a visit from Dr. and Mrs. A. Graham Bell in June, 1914. Dr. Bell delivered the address at the closing exercises that year and spoke in praise of the work that was being done under the supervision of Miss Helen G. Throckmorton, principal of the school.

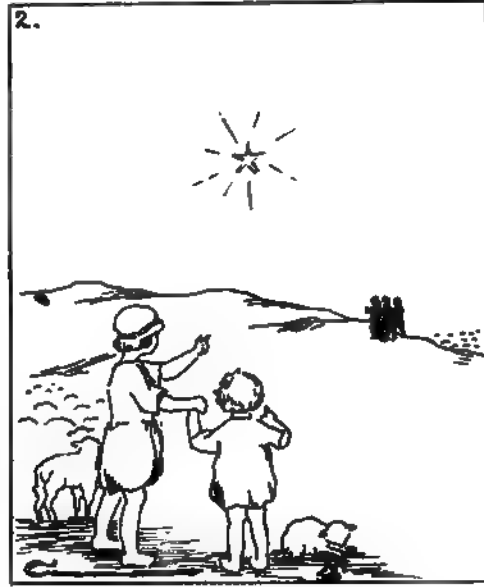
THE CHRISTMAS ROSE

(A Legend)

By ELFRIEDA SYLVESTER



1. Long ago, some shepherds in the fields of Judea, saw a bright light shining in the sky.



2. They followed the star. A shepherd girl, named Zal, and her little brother Jael, saw the light too, and the shepherds as they hurried along.



3. They followed the shepherds to see where the bright star led.



4. At the same time, wise men from the East, who had seen the star, were coming with gifts for a new-born king.



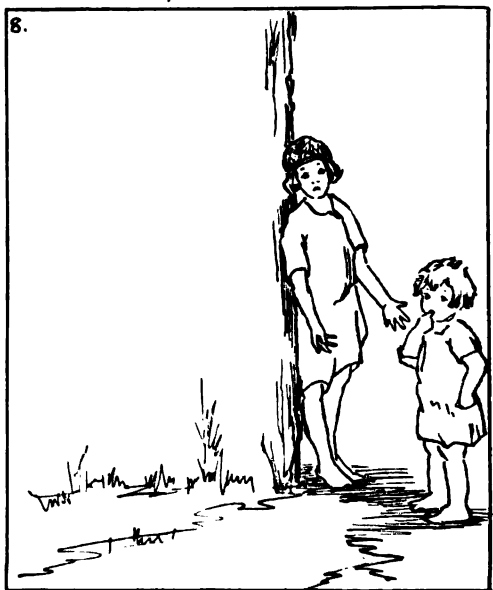
5. When the star stopped over a humble little house, the wise men stopped too, and with the shepherds entered the house.



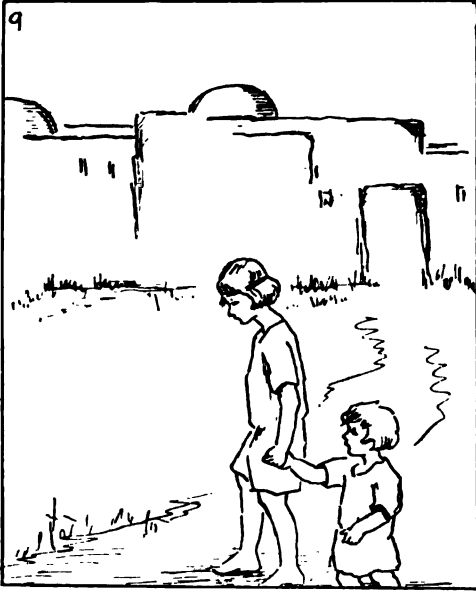
6. And Zal and Jael came running after them.



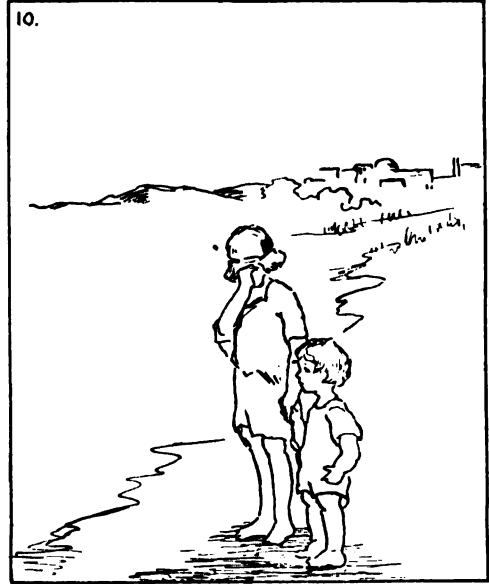
7. From the doorway, they saw the three great men presenting rich gifts to the baby king—gold, frankincense and myrrh.



8. Now Zal loved the baby king when she saw him and she turned away sorrowful because she had no gift to lay at his feet.



9. Across the fields, the little shepherd girl walked slowly and sadly.



10. Tears filled her eyes for she longed to give some beautiful thing to the little king.



11. Just then, an angel with shining wings appeared.



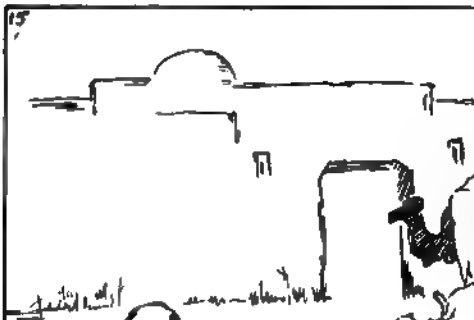
12. "Why are you crying, little Zal?" the angel asked. "Because my heart is full of love for the baby king and I have no gift to give him," Zal answered.



13. With a lily wand, the angel touched the earth and white roses blossomed everywhere.



14. With a glad cry, Zal filled her arms with the snowy roses.



15. Together the shepherd girl and her little brother ran back to the humble home where the wise men still knelt.



16. As Zal held out her beautiful roses, the wise men stood aside and the baby king with a smile turned from the rich gifts of the wise men, to caress the flowers brought by a little shepherd girl.

TELL ME WHAT I SAID

By MARY E. STEFFEY

RECENTLY our cartoonist, Mr. Kessler, illustrated very cleverly nine different tortures of the lip-reader. To my mind and out of my eighteen years experience as a speech-reader, he omitted two of the worst pests known to the cult. These two are first cousins, so to speak.

The lesser of the two is the conversationalist who stops about every tenth word and demands to know if we understand. Believe me, there is a word I shall never miss; UNDERSTAND, with a huge question mark after it. I should recognize that word if I met it shrouded in sheets and pillow slips, at midnight in a graveyard on the last day of October. Understand? But the greatest pest of all is the second of this pair. He is the speaker who makes a remark and then follows it by: "Tell me what I said."

Now I am expecting to get on some one's toes with this. I only hope I shall be able to tramp hard enough to drive the lesson home. The very minute you demand to know exactly what you said the most skilful of us will take instant fright. One and all, we would rather profess not to know what was said than to risk the ridicule of a mistake.

Of course there are many, many times that the speech-reader knows exactly what was said, word for word, but some times he cannot be sure because people who make that demand usually do so after some particularly difficult passage and not when talking about the weather or the high cost of living or any other common everyday subject.

Lip-reading, even the most skilful, reminds me of a three-layer cake. The top and most important layer is trained eyesight; the middle layer is mind reading and down at the bottom is a thin layer of good guessing. Between these is a dressing of skill covering all three portions and over all is spread an icing of general information. This information is essential to good lip-reading.

If some one were to start describing to me the why of a spark plug or the usefulness of the vegetable products on the planet, Mars, he would have considerable

of effort ahead of him, for I would have no information to build upon. But he could talk to me about woman's suffrage or how to make last year's suit into this year's frock and I could follow right along very easily.

Suppose the conversation is well within my information and my eyesight is doing good work and my mind following every expression of the speaker's face and my guesser is working at full tilt when without warning the speaker demands, "Tell me what I said." What would happen?

Why my reasoning and guessing would suddenly be interrupted. The machinery would be stalled with doubt. I should be at once distrustful and should fear that my cake of lip-reading had crumbled all to pieces coming out of the pan, and never, never, never would I put it upon exhibition unless I were very sure I could not be mistaken. This certainly is almost impossible when some one is doing a chapter or two of talking without drawing breath.

I had a good illustration of this myself the other evening. I have a neighbor girl who speaks Spanish well but English very brokenly. Usually, I can see her English break or divine her meaning. Often I interpret her to people with hearing. She came into the room standing with her back to the light and made a remark to me. If she had stopped and said, "Tell me what I said," since I am not expected to read her very well, I should have answered, "You said you had fried chicken this afternoon!" But she didn't, and she went right on talking and soon I got the impression of a combat.

"What did you say you had this afternoon?" I asked.

"We had a fight this afternoon," she answered.

At once my mind went back over past speech and picked up the thread. I knew almost all she had said about that fight; what it was about, how it happened and how it ended. I knew nearly as much about it as if I had not been sidetracked in the beginning and a lot more than I

would have known if she had demanded a verbatim repetition.

Once I sat at a dinner table with about eight people. The conversation in a crowd hops about like a frightened frog and few of us can keep track of it. I could only get a word now and then when I was lucky enough to discern the next speaker. I divined, rather than saw, that a certain family was under discussion. I was bound not to be left entirely out so I remarked, "The trouble with the whole family is that they were all struck with the same club, but some of them were struck harder than others."

The remark dovetailed so well with what was being said that I was pronounced a wonder, yet if some one had said, "Tell me what was said," I should have been lost. I frankly didn't know what was being said, but I was up on the subject and probably could have put most of it in my own words.

Frequently a good lip-reader will make an answer that leads his companion to think he didn't know what was said; but when the matter is sifted down the answer has the meaning of the remark although the exact words are missing. For instance, in speaking of being in a quandary, some one said to me, "You are up the creek, without a paddle." I read it, "You are up the tree without a ladder." I might have made answer about falling and breaking my neck or something like that, but Providence guided me to say, "And I can't come down." So it really didn't matter whether I was coming down a creek or ladder.

Most lip-readers learn to weed out unnecessary speech and reap the meaning. Dr. Esenwien in his textbook upon writing the short story, illustrating the value of compression, gives two different versions of the same meaning. One is from Marie Corelli's, *Barabbas*, and the other from the Bible. In the words of Miss Corelli, "Pilate, slowly lowering his hands, dipped them in the shining bowl, rinsing them over and over again in the clean cold element which sparkled in its polished receptacle like an opal against the fire."

Speak thus to any good lip-reader who cannot hear your words at all, and he will interpret it into the words of the Bible, "Pilate took water and washed his

hands." At the same time the lip-reader will remember that Pilate *did* wash his hands long after the hearer has forgotten the frilly speech of Miss Corelli. So it is that the lip-reader has a better memory than the hearing person. He cuts out the frills, takes the meaning alone and it makes an impression; but if you want to know that he understood don't ask for exact words.

Take us on trust. We may miss some of your figures of speech, we may even overlook a brilliant pun, but your meaning is reaching its destination, and more than likely we will laugh in the right place. Never say to one of us, "Tell me what I said." You can't talk to a bluffer twenty minutes without detecting his bluff. So take us on trust!

AN ANTEDOTE

BY LAURA A. DAVIES

I'm harrassed sore by many cares that
fret me,
Mere pin pricks some, while sabre cuts
are others.
They cling around my thoughts and will
not let me,
Trust old time friends or even faithful
brothers.
I toil amid the dreariness of places,
And lose perspective of the great and
small;
I seem to feel the downward trend of
races,
And wonder what will come to end it all.
'Tis then I go to talk with star worlds
nightly,
And stand, head bared, beneath immen-
sities;
Cares shrink, until I see perspectives
rightly,
'Gainst time and space and God and
things like these.
I wonder then how trifles can upset me,
And make resolve they shall no longer
fret me.

"I wish I were dead," a man cries,
"I'm deaf, and the world I despise."

But he heard of lip-reading,
And, daily proceeding,
He's learning to hear with his eyes.

—Pomeroy School of Lip-Reading.

AN EVER-CONTINUING MEMORIAL

BY FRED DELAND

Continued from the November issue.

ALEXANDER GRAHAM BELL attended the "Fifth National Convention of Principals and Superintendents of Institutions for Deaf-Mutes," held at Faribault, Minn., July 9-13, 1884. There the subject was discussed: "Of what practical value is articulation to the deaf in the prosecution of business? How much does the giving of speech to deaf-mutes help them in gaining their bread and butter?"

After one speaker had said that "those who brought in this question want to measure its value," Dr. Bell said: "I am astonished, I am pained. To ask the value of speech? It is like asking the value of life. To measure the value of speech? It is immeasurable. . . I should like to come into this convention and go hand in hand with every member here in attempting to give every child the power to speak, and every child the power of understanding the speech of others. But as to the discussion of the value that speech has—it is of inestimable value. . . Speech brings the deaf child into closer companionship with hearing people, and I hold that the great aim of the education of the deaf and dumb is to bring the deaf into more close contact with the hearing."²⁸

At the same meeting during a discussion of the methods of teaching deaf children, Dr. Bell said: "If you teach a language, you must teach it by itself. If you translate from one form into another, that which is most familiar to you will be the one which you will use by habit. . . I think that in oral schools too little attention is paid to communication by written English and ordinary writing. I think that in combined schools too little attention is paid to articulation."

At that same meeting, during the discussion of the question of the best plan to provide school accommodation for deaf children not enrolled in any school, Alexander Graham Bell in part said: "I think that a State and a people have a right to demand the compulsory education of deaf children, but no man and no people have a right to demand that a

child shall be taken away from its own parents without their consent. I would suggest, Mr. Chairman, that we establish day-schools where children may live at home and attend school. . . If this country were dotted over with small day-schools the present institutions would be sufficient to accommodate the children who could not attend the day-school.

On July 20, 1884, by invitation of the Board of Education of the City of Chicago, Alexander Graham Bell addressed the members of the Board and an audience of many prominent citizens on the advantages of having deaf children taught in day-schools rather than in large boarding institutions. The Chairman in introducing Dr. Bell, in referring to the many deaf children not under instruction, said: "If the deaf were not to be left to grow up in ignorance, one of three things must be done: either the institution at Jacksonville must be enlarged, or a new institution must be created, or provision must be made for their education outside of any institution." He further stated that there was a decided objection to enlarging the existing institution. He also stated that "there existed in the State a very wide and deep-seated feeling of opposition to the creation of any new institution. The situation was, therefore, full of difficulty."

Dr. Bell said that "the problem which they (the city of Chicago and the State of Illinois) had to solve was one in which the whole country would be interested, for the recent census shows that there are in the United States about as many deaf children of school age growing up without education as there are in all our institutions and schools put together. Of the deaf children in our institutions, few were admitted before they were ten or twelve years old; a considerable number did not commence their education until they were seventeen or eighteen years of age. . . It is true that the rights of the community must take place over those of individuals. An uneducated deafmute may become a dan-

gerous member of society, and society has therefore the right to demand, as a matter of self-protection, that deaf children shall be educated; but society has no right to demand the compulsory separation of a deaf child from its parents unless it can be clearly shown that the education of the child necessitates its removal from home. It is, therefore, the duty of the State to establish day-schools for the deaf wherever possible. If this were done, the present institutions would be sufficient to accommodate all who could not attend the day-schools."

The report of the proceedings states that Dr. Bell "suggested that they (the school board) set apart a small room in a public school building for the use of the deaf children of the neighborhood, and that a teacher should be employed who had been carefully trained in the methods of instructing the deaf. . . He did not advocate the complete coeducation of deaf children with hearing children. . . Nor did he advocate the present plan of exclusive segregation of the deaf, for it makes them a class apart from the hearing world. He suggested the adoption of an intermediate plan. He would educate the deaf by themselves, in as small numbers as possible, in the same building with hearing children in large numbers. He would promote intercourse between the deaf and hearing children by throwing them together during play hours, and by placing the deaf children in the same classes with the hearing children for practice in subjects where information is gained through the eye. He would never bring together more children than one teacher could conveniently handle. He thought that about ten deaf children should constitute the extreme limit."

The report of the proceedings also states: "Mr. Bell suggested that provision should be made for the education of teachers of the deaf in our normal schools, and that a certain amount of practical experience in teaching in approved institutions or day-schools be required before granting diplomas of competency to teach the deaf. The boards of education should demand such proof of competency in all teachers employed by them."²⁹

At the Madison meeting of the National Education Association, held in July 1884, Alexander Graham Bell read a paper entitled "Deaf-Mute Instruction in Relation to the Work of the Public Schools." As the majority of delegates were teachers of hearing children, he began his address by referring to the defects of speech noticeable in some hearing children. Then he explained that an unsuspected cause of such defective speech may sometimes be found in defective hearing, and that such hard of hearing pupils need the services of specially trained teachers. He also said that "if parents realized that defects of speech often arise from ignorance of the action of the vocal organs, and do not necessarily indicate a defect of the mouth, they would have their children taught the use of the vocal organs by specially skilled articulation teachers. . . The great majority of the defects of speech are associated with perfect vocal organs and arise from ignorance of the mechanism of speech. In the absence of special instruction, we learn to speak by *perceiving* and *imitating* the sounds we hear; hence defective speech naturally arises (1) from defective perceptive faculties; (2) from defective imitative powers, and (3) from defective hearing."

In referring to certain tests of hearing made by Dr. Samuel Sexton, and published in pamphlet form by the United States Bureau of Education, Dr. Bell said: "It thus appears that so eminent an authority as Dr. Sexton accepts the statement as approximately correct that ninety-five per cent of the total population of this country possess impaired hearing. This is indeed a most startling statement, almost incredible; but Dr. Sexton has assured me that the truth is probably rather under-than overstated."

Dr. Bell outlined the history of the education of deaf children and presented statistics showing the growth in this country of institutions and schools for the deaf. In commenting on the increase in pupils he said: "The United States Census of 1880 shows that even these facilities are inadequate to meet the needs of the public."³⁰

After stating that "it cannot be called a charity to educate the children of those who pay for their instruction in the form

of educational taxes," he asked: "What are we to do for the neglected children?" Then he answered the question thus: "We should supplement our present schools and institutions by extensive development of day-schools." He also urged the "*formation of classes for deaf children in our public schools*. A small room in a public school building can be set apart for the use of deaf children of the neighborhood, and the board of education should supply a teacher who has been specially trained in the methods of teaching the deaf. In this room the deaf children can receive all the benefits of special education without the disadvantages that arise from exclusive association with deaf-mutes. . . . Instead of sending the children to institutions for education, send the teachers to the children to educate them in their own locality. . . . I think we should aim to give the deaf in childhood as nearly as possible the same environment they should have in adult life."

Early in 1885 the friends of deaf children in Wisconsin were strenuously endeavoring to secure the passage of the necessary legislation that would enable deaf children to be taught in public day-schools in their respective home towns, instead of having to be sent to an institution, and thus separated from home influences and from the benefits arising from constant association with hearing people. Naturally, the advocates of the sign-language method were doing their best to prevent the passage of the desired legislative "bills," for they honestly believed that such action would prove detrimental to the best interests of deaf children. Finally the advocates of day-schools appealed to Alexander Graham Bell to help them. On February 18, 1885, he addressed "an open letter" to "the Committees on Education of the Senate and Assembly of the Legislature of Wisconsin, concerning the bill relating to the instruction of deaf-mutes in incorporated cities and villages."¹ In part he wrote: "Wisconsin in her constitution defines the school age of her children as from four to twenty years; but deaf children, to whom education is so vitally important, cannot enter your institution until they reach the age of ten. Why should deaf children be debarred from the bene-

fits guaranteed to all by the constitution itself? The nearer the school can be brought to the home, the earlier can instruction be profitably commenced. Little day-schools scattered throughout the State will meet a want that is sorely felt. . . . Constant association with hearing and speaking children will accustom the deaf child to the society in which he is to live in the future. . . . Living constantly in the midst of the industries and activities of the communities in which they have interested personal friends to encourage and aid them, the ways are open to them to acquire any trade, business or profession for which they have aptness of inclination. . . .

"Should the subject of the mechanism of speech receive attention in your normal schools, there will be no difficulty in selecting from the students persons who show special natural abilities for articulation work, to become the teachers in the small day-schools for deaf children to be established under the provisions of this bill. . . .

"In the above argument I have endeavored to show: 1. That the operation of the bill is calculated to bring under instruction a larger number of the uneducated deaf children of the State than would be possible on the institution plan. 2. That their instruction may be commenced at an earlier age than has heretofore been practicable. . . ."

It is worthy of record that the desired legislation was passed and was duly approved on April 4, 1885. Thus Wisconsin has always had more day-schools for deaf children than any other State.

Under date of September 15, 1884, Alexander Graham Bell sent a letter to the editor of *The Tribune*, New York, in which, after referring to some editorial comments, he wrote:

"I have nowhere advocated the co-education of the deaf with children who can hear. Nor have I proposed that the teachers of our common schools should educate the deaf and dumb. Specially trained teachers and special methods of instruction must always be necessary. But is it absolutely essential that the school-room should be in a separate building set apart for the use of the deaf and dumb? Does the location of the school-room necessarily affect the

character of the instruction given in it?"

At the eighteenth annual meeting of the American Otological Society, held on July 14, 1885, an address was made by Dr. Samuel Sexton in exhibiting his "binaural conversation tube for the aural instruction of the deaf." During the discussion that followed Dr. Sexton's address, Alexander Graham Bell commended the services of Dr. Sexton in aiding the deaf, and added:³² "We had no idea until within a year or two how large a proportion of the so-called deaf-mutes in our institutions were only hard of hearing. A child is born with partial hearing but not sufficient to enable him to acquire speech by imitation. It is now found that with artificial aids to hearing, such children can be taught to speak, and when so taught they are only hard of hearing."

He mentioned having made experiments in Boston in 1871. He also said: "I examined 117 cases in the New York Institution, and compared the hearing power with the records of admission, and in many cases, where the deafness had been certified as total by aurists, the pupils were found to be able to imitate speech from hearing."

In 1884 Dr. Bell was appointed a member of a committee to prepare and present to the "Convention of the American Instructors of the Deaf and Dumb," acceptable standardized forms for use by all the institutions and schools and by others, in collecting and recording statistics concerning the deaf, in order to "facilitate the collection of uniform and full statistics."

Furthermore "Dr. Bell was authorized to request a committee of the American Otological Society to designate the probably real cause of deafness as related to the causes usually assigned by parents and friends."

At this eighteenth annual meeting of the American Otological Society, held July 14, 1885, Dr. Bell, after referring to the possibility of re-educating the hearing in the cases of certain deaf children said:

"There is another subject in close connection with this which would interest the otologists of this country. The Su-

perintendents and Principals of American Institutions for the Deaf and Dumb at their last congress attempted to remedy a great defect. There are no statistics of any importance regarding the deaf and dumb. A committee has been appointed to consider the collection of statistics regarding the deaf and dumb, so as to propose a uniform form for the collection of statistics, and it is probable that a central bureau will be established at Washington. I was placed upon that committee. When we considered the subject we were met with one difficulty, and that is the classification of the causes of deafness. This is a subject which should interest otologists. We have no rational classification of the causes of deafness. In our institutions we are, as a rule, obliged to take the causes assigned by the parents. I suggested that this matter be brought before the Otological Society and I was authorized by the committee to call your attention to the matter. What we should like would be this: We should like—the superintendents and principals would like—to present to your society, or some committee of your society, a list of assigned causes of deafness from some of our large institutions and have you suggest a rational classification. If any committee of this society would take the matter under consideration, their recommendations would be adopted all through this country. If I were to give you a list of the assigned causes, alphabetically arranged (some of the causes are ridiculous), you could place the probable cause opposite, so that the superintendent, who has no knowledge of the ear, when he has a cause assigned, can consult the list and place the cause of deafness under the category you direct. If we could get some rational classification of causes that could be collected in statistical form, you would have—probably within twelve months—statistics relating to the cause of deafness in seven thousand deaf mutes."

During the discussion of Dr. Bell's suggestion, Dr. D. B. St. John Roosa said: "...The deaf-mutes in Hartford twenty years ago were in larger proportion deaf from what Professor Bell aptly calls adventitious causes of a certain kind, that is scarlet fever and

measles. . . I think that with our present means of diagnosis we may put to one side a certain set of cases as purely congenital and in that class, as Professor Bell intimated to me in a private conversation—correlated changes are often found. . . I think that with the speculum, the tuning-fork, the speaking-tube and the history as prepared by the otologist, we can do something. The first step must be to have connected with every institution a man capable of examining the ear who shall make a critical examination before the admission of the pupil. He would want to follow up the history of these deaf-mutes. Very often it would be possible to get the history from near the time of birth. But this is a very large field, which must be worked up for a long time before we can speak with any positiveness."

The Sixth National Conference of Superintendents and Principals of Institutions for Deaf-Mutes was held at Jackson, Miss., April 14-17, 1888. Alexander Graham Bell was invited to attend the meeting, and the report of the proceedings shows that the following listed subjects were presented—or discussed—by him during the respective sessions. At the opening session he was introduced as having "a more honorable distinction than (that of) the inventor of the telephone. Before he invented the telephone he had the great honor to be an instructor of the deaf."

During his response Dr. Bell said: "I would earnestly recommend to the members of this Conference the advisability of establishing in America a bureau of statistics relating to the adult deaf. . . We want statistics, also, relating to the results of industrial education. How far do the deaf in adult life follow the trades and pursuits they have been taught in the institutions? To what extent has their industrial education been of value to them in facilitating their acquisition of a means of livelihood? . . . To my mind the statistics of the census indicate a defect in our methods of reaching the deaf. . . It is a hard matter for a mother to part with her child, and though the rights of the community must of course have precedence over the rights of individuals, I do not think that the

community has a right to demand the compulsory education of a deaf child at an institution unless it can be clearly shown that the education of the child necessitates its removal from home. . . Compulsion might be justly applied in cases where the parents could be given a choice between a day-school and an institution."

In paying a tribute to the memory of Thomas Hopkins Gallaudet, Dr. Bell said: "It gives me great pleasure to join with you in doing honor to the memory of a good man. The name of Gallaudet has become a household word to all who are interested in the education of the deaf. We look upon Gallaudet as the world looks upon Columbus, as the opener of a new world. Gallaudet did open a new world to the deaf of America—a world of higher life and thought and happiness. . . We can hardly realize at this present day what it meant for a man of education and refinement—a man with a bright future before him—to dedicate his life to the deaf. In those days, the deaf were classed among the idiots and insane; and for such a man as Gallaudet to make his life's work the education of this class, meant a self-sacrifice we can hardly now appreciate. It is only just to Gallaudet that we should try to realize the difference between the deaf as he found them and the deaf as we know them today."

While joining in the discussion following the reading of two papers on the subject of methods of aiding the deaf child in its acquisition of language, Dr. Bell said: "When we study the methods by which languages are naturally acquired by hearing children, we observe that comprehension of the language always precedes a child's attempt to express ideas in that language. He understands the language before he uses it; whereas in our attempts to apply the natural method to the deaf we try to make the child use the language before he understands it. . . Now, we know perfectly well that if we can repeat words to the eyes of deaf children with anything like the frequency and clearness with which we present them to the ears of the hearing, the deaf will come to master the language by the same natural process that produces comprehension in the hear-

ing child. The great difficulty is how to do this. The speed of writing, even at a scribble, hardly exceeds thirty words a minute. The speed of the manual alphabet can be made to approximate one hundred words a minute, but very few teachers exceed an average speed of eighty words per minute. It is obvious, then, that the teacher cannot, by his own exertions, even approximate to the natural speed of speech. Is there no hope, then, for the deaf child? Must the acquisition of English always be to him a long and laborious task? Must he acquire imperfectly, after years of labor, a language which is mastered by the hearing infant before he is four years of age? And which foreigners, commencing at the age when the deaf child enters school, acquire in a few months? I do not think so. I think that there is hope for the deaf child by the adoption of a plan that can be engrafted on any system of instruction. Though the speed at which we write is limited to about thirty words a minute, the speed at which we read is very different, especially when the words are presented in print so that the letters are clear and unambiguous. . . Other experiments have convinced me that the speed of silent reading, at least for those who know the language, averages from three hundred to even four hundred words a minute. I say, then, there is hope for the deaf by putting books before them and accustoming them to form the habit of reading."

Dr. Bell also stated: "I would urge upon the members of this conference the importance of introducing reading as a regular school exercise, *for the purpose of teaching the language*. I would introduce into the very youngest classes the practice of reading, whether the children understand what they read or not. You can get in this way a repetition of words to the eye that cannot be obtained in any other way, and reading would co-operate with the regular instruction of the school-room to bring about a gradual comprehension of language. I would place in the hands of the youngest pupils, in printed form, the stories that hearing children love to hear, and require them to read those stories, whether they understand them or not, without giving them any explanation of the meaning.

Then, after their allotted task is completed, I would give them a reward.

"I would show them a picture or act the story out in natural pantomime. I do not hold with many of my friends that signs have not their use. I believe that signs, like pictures, are capable of being used so as actually to facilitate the acquisition of our language by the deaf. The proper use of signs is to illustrate language, not to take its place. . . The moment you teach one language through another, the pupil thinks in the language of communication and acquires the other as a foreign tongue; just as the hearing children in our public schools continue to think exclusively in English, however many languages may be included in their curriculum of studies. The 'natural method' demands that you shall teach a language by using it for the communication of thought without translation into any other tongue. . .

"To the deaf child reading, reading, reading, with a desire to understand will give that frequency of repetition to the eye that is essential to the mastery of language. To express the theory in a single sentence: *'I would have a deaf child read books in order to learn the language, instead of learning the language in order to read books.* . . We should place in the hands of the child such books as are of absorbing interest to hearing children of his age. If we wish the child to learn language, quantity of reading is more important than quality. . .

"I believe that in the acquisition of language by the deaf, reading will perform the function that hearing does for the ordinary child. I do not think that any more important habit can be formed by the pupil than the habit of reading, for after all, the utmost that you can do for his education in his school life is to introduce him to the wider literature of the world."

The Proceedings state that at the "afternoon session" of that conference, Dr. A. G. Bell made the following suggestions relative to the proper manner of taking the census statistics among the deaf. The more important of the suggestions offered will be found on the page devoted to a review of his elaborate report on the census of the deaf.

In presenting a compilation of statistics showing the number of pupils taught by articulation, and the number not taught to speak, Dr. Bell said:

"I am sure that the superintendents and principals in this conference, one and all, express the desire to give every child the opportunity of learning to speak if he can, and only dropping him from the articulation class upon proved disability to progress in a profitable manner. You all express that desire, but unfortunately, you do not all carry it into effect. I do not wish you to think that I am necessarily antagonistic to those who differ from me in opinion, but I feel very strongly upon this matter of articulation teaching. I feel it to be wrong to deprive a human being of the power of articulate speech by neglecting to instruct him in the use of his vocal organs. . . . Whatever may be your system of education, instruction in the use of the vocal organs should surely be given to every pupil. Why not raise

articulation at least to the level of geography and history?"

During the discussion that followed the reading of a paper on "Aural Instruction," Dr. Bell said:

"There is one very important point in this work that should be of special interest. A large proportion of these semi-deaf cases seem to belong to the class of congenitally deaf, who are usually considered the most hopeless of our pupils. They have been born with imperfect hearing, but not totally deaf. There is another rather important point that the members of the Conference should examine. There is some evidence that in some cases of children who were born deaf, a change for the better takes place in the hearing power at or about the age of puberty."

And Dr. Bell suggested that an oral department should be established in every institution, and that "all the teachers in the oral department should be hearing teachers."

ANONYMOUS GIFT TO CLARKE SCHOOL

A RESIDENT of a suburb of Boston who has been a reader of the *VOLTA REVIEW* for more than ten years has sent to Clarke School, Northampton, Mass., as a contribution to its endowment fund, a bank draft for \$25,000.

The bank draft came in an envelope addressed to Vice-President Calvin Coolidge, who is a trustee of the school and chairman of its Endowment Fund Committee. A brief note stated that the donor desired to remain anonymous. The writer of the note said that until he had received some of the campaign literature of the school he did not have a thorough comprehension of the wide scope and influence of the school in promoting the Oral method and of the service rendered by its Normal Department.

The enrollment in the Normal Department this year is eleven, with two more students expected. There were seventeen other applicants for Normal enrollment, the majority of whom could not afford the \$250 charge and railroad fare from distant points. If the school is successful in raising the endowment fund it plans to devote a portion of the money to en-

larging the Normal Department through the granting of scholarships. That the demand for adequately trained Oral teachers is in excess of the supply is indicated by the fact that Clarke School had requests for twenty-four teachers this year. These requests came from schools for the deaf, and do not include any applications from teachers' agencies nor applications from families for private teachers.

To date Clarke School alumni and friends, have raised more than \$100,000, part of which has been applied to the general endowment and part toward payment of indebtedness and making necessary repairs. The fund committee wants to raise at least \$400,000 more, of which \$100,000 will be used to endow the Normal Department.

In a message to the public, Mr. Coolidge states:

"For the first time in its history, Clarke School is appealing to the general public for financial assistance.

"Mrs. Coolidge and I are deeply interested in Clarke School. In accepting the Chairmanship of the Fund Committee, I

\$25,000 anonymous contribution
to Clarke School for the Deaf, Northampton, Mass.

BOSTON SAFE DEPOSIT & TRUST CO. 5-123

W. M. Coolidge
Boston, Mass. Oct 19 1912 No 42832

Pay to the order of *Trustees of Clarke School* \$ *25000.00*

EXACTLY TWENTY FIVE THOUSAND DOLLARS NO CENTS

TO THE
NATIONAL SHAWMUT BANK,
5-20 BOSTON.

Laurence J. Deane Treasurer

did so, not because the school is a 'home town' institution, but because it is a school that has rendered and is rendering a national service.

"I know the worth of the work that Clarke School is doing, as Mrs. Coolidge at one time was a member of its teaching staff.

"In behalf of the unfortunate children who need the school's services, I bespeak your sympathetic consideration of this appeal."

A large portion of the money raised to date has been through contributions of personal service made by friends of the deaf. Each contributor of personal service sends to the school the names and addresses of ten or more persons to whom he or she will personally present the opportunity to contribute. To these persons literature describing the service of the school is mailed, and this mailing is then followed up by a call made by the friend who sent in the names. The success of the campaign to date is largely due to the fact that cash contributions are not required. A subscription form is provided by which the contributor may pay his or her subscription in ten quarterly instalments. This plan makes it easy for each subscriber to give more than he would be inclined to contribute in a lump sum.

If any of our readers wish to help in this worthy cause, they may write to Calvin Coolidge, Chairman, Endowment Fund, Clarke School, Northampton, Mass.

HELPING THE RUSSIAN SCHOOLS

In the November VOLTA REVIEW an appeal from schools for the deaf in Russia was pub-

lished, and at the same time the superintendent of the Volta Bureau sent a personal letter to each school for the deaf in this country, telling of the call for help.

The response has been prompt and generous, and the money is still coming in. At first some difficulty in extending the relief was encountered, owing to the impossibility of sending money safely to unsettled Russia. However, through the courtesy of the American Relief Administration, of which Mr. Herbert Hoover is chairman, an arrangement has been made to use the money for food packages designated especially for the schools for the deaf. The Administration says:

"We can assure you that any such donations will receive our immediate attention and will be distributed in the way you wish."

There is not yet enough money to buy a \$10 food package for each school (there are 52 of them), but the following amounts have reached us, and we are told that there is more to come. The need is great, and every dollar will be welcome. One hundred and thirty dollars was started on its way November 18, and we hope it will be in time for Christmas. All other contributions will go forward as received.

Donations received to Nov. 23:

Miss Ida H. Adams, Horace Mann School, Boston	\$ 2.00
The ten children of the Canton, Ohio, Day School	8.00
Pupils and teachers in the Louisiana School	12.93
A Friend	25.00
Pupils and teachers, Hartford School..	17.00
Dr. E. A. Fay	5.00
Help fund of the Speech-Readers' Guild, Boston	5.00
Pupils and teachers, Vermont School ..	15.00
Pupils and teachers, New England Industrial School, Beverly, Mass.	15.00
Mrs. N. L. Dauby, Cleveland, Ohio ...	10.00
Mrs. L. A. Braham, Cleveland, Ohio...	10.00
Teachers and mothers of deaf children, Parker Practice School, Chicago	10.00
Teachers of Public School 47, New York City	23.25

Total

158.18

EDITORIAL COMMENT

WILLETTA AGAIN

In the story Uncle Remus told the little boy, Brer Fox said to Brer Rabbit, "I'se gwineter make you chaw up dem words and spit 'em out right yere whar I kin see you." It begins to look somewhat as though the recent remarks of Professor Joseph Jastrow¹, which have been widely circulated among educators of the deaf, might meet with a similar fate. Professor Jastrow says, "If we had the same tendency to credit stage performers with unusual senses as we have to ascribe them to the blind and deaf, we should find as strong evidence for the conclusion in their case as in the case of Willetta Huggins."

Replying to Professor Jastrow in the same publication, Dr. Thos. J. Williams² presents a detailed study of the case of Miss Huggins, and gives his opinion thus:

"After the most deliberate observation of the subject, and considering her lack of motive for malingering, combined with the tests carried out to the best of my ability, and despite the apparent discrepancy between the objective manifestations and the physical findings, I am convinced that the girl is both blind and deaf; that her ability to comprehend speech by receiving the vibrations with her fingers and to distinguish colors by recognizing a distinctive odor for each shade is genuine, and that she presents an example of the development of certain special senses replacing those lost, of which no exact parallel has yet been recorded in any medical or other scientific literature.

"I have every faith in the honesty and sincerity of Professor Jastrow, but he simply could not see the forest because of the trees."

Further comments will be awaited with great interest.

¹Jastrow, Joseph: "The Will to Believe," *Journal of the American Medical Association*, 78:1891 (June 17) 1922; 79:151 (July 8) 1922.

²Williams, Thos. J.: "Extraordinary Development of the Tactile and Olfactory Senses," *Journal A. M. A.*, 79:1331 (Oct. 14) 1922.

NEW HEARING DEVICES

Within the last few months, the Volta Bureau has had the privilege of testing three new instruments for the hard of hearing, all of which should prove of interest to many of our readers. The Potter Ear Phone is similar in appearance to others already on the market, but the inventor believes it to be their superior in richness and clarity of tone. It is small and easily handled, as are both the others—the Phonophor and the "Hearing Device Supreme, Opera Type 3."

The Phonophor has a distinctive feature in its receiver, which is smaller than that of any electrical device we have seen and quite different, requiring no headband. It is also made with two receivers, so that both ears can be used, if desired.

The "Opera Type 3" instrument is extraordinarily small, light and powerful, and is simplified in upkeep by using an easily procured type of flashlight battery.

Advertisements have been accepted from the makers of all these instruments and may be found in this issue of the VOLTA REVIEW.

THE RETIREMENT OF DR. FAY

After fifty-five years of service, Dr. Edward Allen Fay has been compelled by ill health to retire. His pleasing personality, his untiring efforts to make the world better and brighter for others, his patience as an educator of the deaf, and the gentleness of his dear and kindly heart have earned for him the love and respect of the deaf and of the world at large. May he continue to enjoy the health and happiness that are so rightly his.—G., in *The Buff and Blue*.

MR. THOMAS A. KNICKERBACKER

Mr. Thomas A. Knickerbacker, one of the leading citizens of Troy, N. Y., died at his home in that city on November 8. He is survived by his wife, a daughter, Mrs. Nathan Todd Porter, Jr., of Montclair, N. J., and one son, Mr. John Knickerbacker. Mrs. Knickerbacker, her son and daughter, are all life members of the American Association, and its sympathy is extended to them in their loss.

THE VIGILANTE CLUB

Our club grew out of a practice class, which was formed during the influenza epidemic, in the winter of 1917-18.

The night school, which had been started by the Misses Kinzie, was closed on account of the "lightless nights," so some of the pupils met together for practice, fearing we should lose what we had learned.

There were just a few of us at first; we met at each other's houses.

As the weeks passed on we became quite well acquainted, and these evenings together were looked forward to, from week to week, with great pleasure. As none of us had previously known more than one or two deaf people, we proved the truth of that old saying, "Misery loves company."

So delightful did this class prove that we kept it up even after night school reopened, practicing the lessons we learned there. Then, on the night before Easter, 1918, we decided to form a club. We elected officers, appointed a committee to formulate a Constitution, discussed what name we should be known by, and so on. We were all very enthusiastic over it, and none of those who were present that evening will ever forget it!

At our next meeting the Constitution was read, corrected and adopted, together with various By-laws. The following was the preamble:

"We, the pupils of the evening branch of the Kinzie Speech-Reading School, in order to gain practice in speech-reading, establish good fellowship, insure some pleasant times together, promote mutual welfare, provide companionship to the lonely, and encouragement to the unhappy, and secure the blessings of a stimulating influence in life, do ordain and establish this constitution for the club."

Our meetings are held semi-monthly, on Saturday evening, at the homes of the members.

Our officers are the usual ones, with the addition of Program Chairman.

Our motto is: "FOR THE GOOD OF EACH OTHER AND ANOTHER."

May I call the reader's attention to our "Motto?" For "Thereby hang all the law and the prophets." In other words our Motto expresses our aim. We pledge ourselves to live up to it; we always repeat it, as we adjourn, standing in a circle with joined hands. By keeping this motto we keep out gossip, jealousy, and the like. We are "good" to each other, we have been "good" to others, in ways suggested by kindness, sympathy and generosity.

Another feature of our club is worthy of mention, namely, our meetings.

We think our programs are interesting, and, in one respect, quite novel. I refer to our Roll Call; for instead of answering "present" or "here," when our name is called, we respond by saying something on a topic previously given out by the Program Chairman.

During the early sessions of the club, these topics were designed to bring out items of personal interest, so that we might get better acquainted with each other. Some of these were as follows:

- Tell about your birthplace and your first pair of kid gloves.*
- Tell about your prettiest dress and hat, and the first time you wore them.
- Tell how and when you became hard of hearing.
- Tell some experiences (helpful or otherwise) connected with your ability to read lips.
- Tell about the most interesting place you ever visited.
- Tell what book you read over and over when you were in your "teens."
- Tell what ambition for a career you had when you were growing up.
- What is your idea of Happiness, and how is it best obtained?
- What is your idea of Sympathy, and how is it best expressed?
- Which is the stronger force in the world, do you think, Love or Hate?
- What is your idea of Economy, of Neighbourliness?
- What would you do with \$50,000, if you had it to dispose of as you wish?
- What does our club MEAN to YOU?

All these topics were enthusiastically discussed; and we grew more and more in love with our club.

These roll calls take up only part of the evening, usually. The remainder is filled with various other exercises, such as Proverbs, Riddles, Charades, Games, Acrostics and even TELEGRAMS! (These we make from ten words chosen at hap-

hazard.) Also, we have had some DEBATES as:

Resolved:

That Winter has more advantages than Summer.

That New York is more desirable, as a place of residence, than Philadelphia.

That a married life is happier than a single one.

These debates proved very popular, and caused much amusement and fun.

We send birthday cards, flowers to the sick, Christmas dinners and gifts.

On holidays we have exercises appropriate to the occasion; notably, Thanksgiving Day, Christmas, New Year's, Washington's Birthday, St. Patrick's Day, Easter, and Hallowe'en. Quite often the hostess for that evening has decorations and refreshments, paper napkins, place cards, etc., apropos of the special occasion.

One year, on Hallowe'en, we invited our friends to a "Harvest Home." We all "dressed up": we recited speeches, had a Spell Down, we sailed nut-shell boats in a tub of water and other tricks; then repaired to the dining-room to partake of the fruits of the harvest. We charged a small amount for admission, and gave the proceeds to the VOLTA REVIEW drive.

Upon Washington's birthday, 1921, we gave an entertainment, appropriate to the man who "never told a lie," handing over the proceeds to the Property Purchase fund of the Speech-Reading Club House.

During the summer months we have picnics. We take trips by trolley to the various Parks; also to the summer homes of the members and their friends. Or we go by boat up and down the Delaware River, to places of interest. On all trips we take box lunches, to which we do full justice! ! We go on alternate Saturday afternoons, beginning the first Saturday in June, and ending the last Saturday of September. We invite our friends and relatives to go with us, for "The more the merrier." We forget our cares, throw off our burdens, and feel and act as we did when children.

Truly, speech-reading is a wonderful thing! It brings together isolated lives: narrow, unhappy, lonely lives; and makes

them less selfish, less gloomy, less morbid and unhappy, and therefore more useful.

Speech-reading makes a club such as ours possible; so that deaf people can have an interest in living, a place to go, a way to spend an evening as enjoyably as though they were not deaf.

As we Vigilantes look back to the time before we heard of speech-reading, of the Misses Kinzie, or of each other, and recall how dull we were, how gloomy, how unhappy, and realize how different life seems to us now, our hearts swell with thankfulness.

ACROSTIC

Vexatious was our deafness,
It does not need be said;
"Goodbye," we said, to pleasure,
In grief hung down our heads.
Love came, with our dear teachers,
And taught us something new.
Now need we not to sorrow,
To dread a dull tomorrow,
Each day the sky seems blue.

Courage, friends, lift up your eyes!
Let's learn to see the word.
Untiring effort wins the prize,
Brings victory; rest assured!

—Contributed.

SOME FOLKS I KNOW

It came upon me suddenly, after reading those delightful articles anent "Successful Deaf People of Today" in the VOLTA REVIEW that I, too, knew some folks who well might be included in that group. A small addition, 'tis true, yet their counterparts are legion throughout the country and it is only on account of their numbers that they are not famous. Surely these people deserve wide recognition, because—oh reader, bear with me while I present some successful deaf folks I know, and afterward that "because" ought not to prove difficult.

For your first consideration: a woman whose hearing gradually departed in youth, yet who has not allowed her life to stagnate. Quite the contrary. By continued effort she has spurred herself on, until now she heads a large organization for the Hard of Hearing, and through the medium of her compelling personality she is pulling others up and along on

the road to better achievement. More power to her!

Surely, you know Miss X—Thrown upon her own resources, she turned to lip-reading (oh, that blessed help), and established a now successful school in the west. This seems to be a well-worn path taken by many whose hearing becomes impaired, and whereby hope and courage are given a new lease of life from the examples set by the pioneers along this trail.

I wish you could see Mrs. K—as I see her. There is always a smile on her lips, a cheery greeting for everyone, and her eyes just sparkle from the sheer joy of living. As for her deafness, she does not think about such things. Compelled to leave college on that account, her affliction became an added impetus and today she is a splendid teacher, besides (and most important) being the mother of six successful children. Success seems to run in that family—but what an example those children have had!

Next, a real business woman. Another woman, you ask? This is woman's day and age, and as Mr. Ferrall might say, "Ladies first; save the best for last." Mrs. S—has carried on her own business interests for years so that it has become second nature. Her mind, in no wise dull because she is deaf, is keenly attuned to the happenings of the business world, and family and friends have come to depend upon her sane judgment.

Thoughts of Miss B—bring to mind that inspiring stanza,

Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea!

That is the "heavenly message" Miss B—brings to me. Her life has been one of constant helpfulness and her success is truly deserved. Her chosen occupation brings her in contact with various types of people and to them all she gives something of her own self. Many there are who owe to her gentle spirit a revision of their bitterness toward life.

Do you realize that the world is full of successful deaf people? Successful—not in the sense of famous, but in the fact that they are living their lives as God planned they should; and they are "getting away with it" seventy times better than lots of others who are impeded by no handicap. Simply because they have not startled the world of art and literature, but have picked up their damaged threads of life and gone ahead quietly, efficiently, and uncomplainingly, is no reason for withholding greatness. These successful people are my friends—and your friends, just around the corner. We see them often and only realize their true worth when they go away for awhile. I have erected an altar in my heart to my successful deaf friends—have you? And perhaps they have too, even for you and me.

MILDRED E. SMITH.

ALEXANDER GRAHAM BELL

Miss Josephine B. Timberlake, *Editor*
THE VOLTA REVIEW

October 16, 1922.

Dear Miss Timberlake:

The October Memorial Number of the VOLTA REVIEW has been received; and I have read the many tributes to Dr. Bell. I deeply regret my absence abroad prevented my sending mine in time for publication; although it could add nothing to what has already been said. You know something of the warm personal interest he always took in the Rochester School, and how warmly he approved of Dr. Westervelt's work.

In Dryburgh Abbey, Sir Walter Scott's tomb is marked by a plain slab on which are the words:

Sir Walter Scott, Baronet

Died September 21 AD 1832

No finer tribute could have been paid him.

"Alexander Graham Bell" is all that is necessary to mark the last resting place of our friend. Every deaf child and every school are his debtors; and for his scientific achievements the world owes him a debt that cannot be computed.

I was always deeply impressed by his loving devotion to Mrs. Bell and all the members of his family. I might also add that when he received me at his home in Washington it was with the same warm affection that a father would manifest to his own son.

Now that he is gone—"Ah, the difference to us."

Yours sincerely,

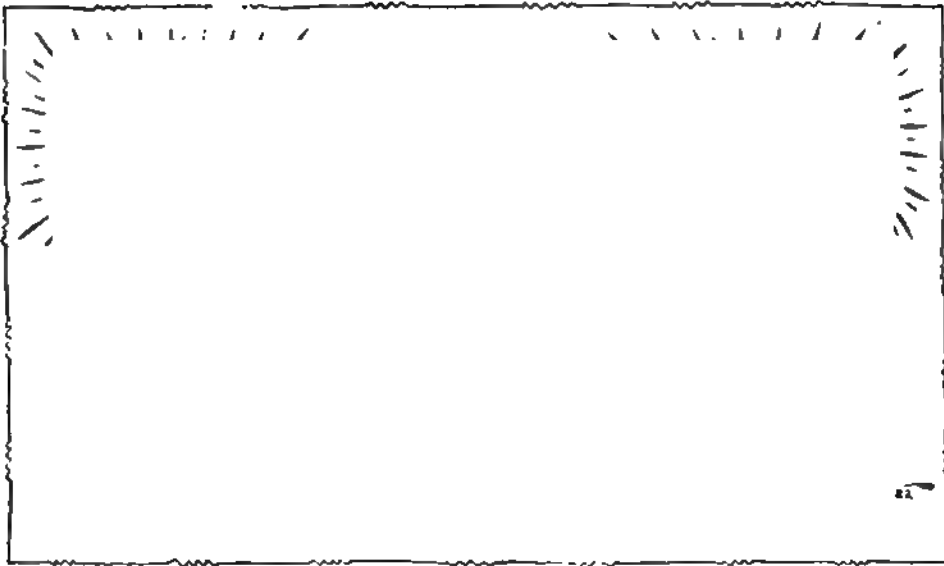
T. C. FORRESTER.

Superintendent,

Rochester School for the Deaf.

Santa Holta

BY SAUL N. KESSLER



When times are hard and melancholy
I crave no mistletoe nor holly;
I look like this, and feel much worse
Because I've nothing in my purse.

But when I really roll in money
Ah, then I'm short and fat and funny;
'Tis then I am a real spry chappie,
For I can make so many happy.

So if you want me fat and funny
Please send the editor some money;
I'll visit you without a bribe,
But feed me up; I'm thin. Subscribe!

CAMPAIGN NOTES

This is the second announcement of the campaign conducted by the *VOLTA REVIEW* for an increase in the number of its subscribers. The work has been progressing rapidly. Thousands of letters have been sent out to aurists, past subscribers, teachers of the adult deaf, club members, and people whose names have been sent in as likely to be interested. Many sample copies of the magazine have been distributed and posters made and sent to numerous schools and clubs. And still there is so much to be done! Mothers and teachers of deaf children must be reached—and that vast multitude of the deaf, who have never even heard the name *VOLTA REVIEW*, and to whom it might prove a great blessing. The response from some quarters has been immediate and most enthusiastic. Others are holding back. This is a herculean task that requires the whole-hearted coöperation of *every reader* if it is to be a complete success. We are working hard here at the Bureau. Will you not reach out a helping hand? Send in new subscriptions. Send in the names of people who might be interested and we will write to them. Distribute your old copies and *boost the magazine*. You will not be helping us alone, but every person who reads our magazine and is encouraged by it.

THE PRIZES

LETTER OF CRITICISM:

You don't like some feature of the magazine? You have always wished you could express your opinion about it? There is some department you think we should include? Write us about it in full, and perhaps you will win the prize of ten dollars we are offering for the best letter of criticism. Be sure to state some suggestions for improving the defects you believe to be present.

LETTER OF METHOD:

'I can't afford to subscribe for the magazine. I just haven't got three dollars to spare, although I would like the magazine so much.' Have you ever said that—or have you ever heard it said? We have, many times, and so we are offering a prize of ten dollars for the best letter telling of how you overcame that obstacle and *earned* the subscription price. Here is an opportunity for some fun and originality—and a little pin money on the side. We are looking for a clever, unique letter.

NOTE: ALL LETTERS ENTERED FOR THE ABOVE PRIZES MUST ARRIVE AT THE VOLTA BUREAU ON OR BEFORE DECEMBER 20, 1922. The awards will be mailed to the winning contestants on January 1, 1923. There are no restricting conditions regarding the letters except that the final decision must rest with the Campaign Manager and the Editor. Letters not winning the prizes are also subject to publication.

IF THE RESPONSE TO THESE PRIZE OFFERS IS GOOD, WE WILL OFFER MORE!

GRAND PRIZE:

Did you ever wish you could take a course in lip-reading at some fine school, but had to give up the idea because you could not afford it? Here is your opportunity. A prize of a regular course of thirty lessons in lip-reading at any school advertised in the *VOLTA REVIEW* will be given to the person who sends in the largest number of new subscriptions at the three dollar rate, during the campaign. If the winner prefers the cash equivalent of sixty dollars, the same will be awarded upon request. This prize will be given at the close of the campaign, the date of which will be announced in a later issue of the *VOLTA REVIEW*.

ADDRESS ALL CORRESPONDENCE PERTAINING TO THE PRIZES AND CAMPAIGN TO THE CAMPAIGN MANAGER, Miss Winnifred Washburn, Volta Bureau, 1601 35th St. N. W., Washington, D. C.

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VOLTA REVIEW

The Speech-Reading and Speech Magazine

VOL. XXIV

JANUARY, 1922

No. 1

 O gather something from every-
one thou passest on the high-
way and from every experience
Fate sends thee, and out of the wide
knowledge thus gained of Human Weak-
nesses and Human Needs, to distill in
thine own heart the precious oil of Sym-
pathy; that is the attar that shall win
for thee a welcome wherever thou goest,
and a royal entrance into the City of
thy Desire.

—Annie Fellows Johnston,
in *The Desert of Waiting*.

V. L.
Jan
No

ALEXANDER GRAHAM BELL, Chairman Publication Committee
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The Association welcomes to its membership all persons who are interested in any of the objects the Association is striving to promote. Active membership dues are only \$3 a year, with no entrance fees. Life membership fees are \$50. Persons desiring to become members should send their remittances to Major Boyd Taylor, Treasurer, Volta Bureau, 35th Street and Volta Place, Washington, D. C.

THE VOLTA REVIEW, an illustrated monthly magazine, is sent to all members without extra charge.

Every member of the Association has the right to visit the Volta Bureau as often as desired. Ample opportunity to read or to study the many educational works in the reference library of the Volta Bureau is afforded all members free of charge.

The Association also maintains a teachers' agency for the benefit of school officials and parents desiring teachers and for teachers who desire to change positions or who wish private pupils.

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The Association welcomes to its membership all persons who are interested in any of the objects the Association is striving to promote. Active membership dues are only \$3 a year, with no entrance fees. Life membership fees are \$50. Persons desiring to become members should send their remittances to Major Boyd Taylor, Treasurer, Volta Bureau, 35th Street and Volta Place, Washington, D. C.

THE VOLTA REVIEW, an illustrated monthly magazine, is sent to all members without extra charge.

Every member of the Association has the right to visit the Volta Bureau as often as desired. Ample opportunity to read or to study the many educational works in the reference library of the Volta Bureau is afforded all members free of charge.

The Association also maintains a teachers' agency for the benefit of school officials and parents desiring teachers and for teachers who desire to change positions or who wish private pupils.

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VOLTA RE

The Speech-Reading and Speech Magazine

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FEBRUARY, 1922

No. 2

WITH malice toward none, with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds, to care for him who shall have borne the battle, and for his widow, and his orphan; to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations.

—Abraham Lincoln

ALEXANDER GRAHAM BELL, Chairman Publication Committee
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V T A R E

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APRIL, 1922

No. 4

APR 10 1922

Easter Greeting

Hail, Easter Morn! Thy Radiance thrills
Our troubled hearts, as when
The morning breaking o'er the hills
Heralds the coming day, and fills
With light each darkened glen.

---Harriet E. Emerson



ALEXANDER GRAHAM BELL, Chairman Publication Committee

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MAY 9 '22

My Music

In rhythmic beat and graceful turn,
Strange inner harmonies I learn;
The waving wheat or silent sheaves,
The glistening snow and dancing leaves;
The humming bird's swift upward flight,
A fire-fly darting through the night,
An oak tree waving friendly arms,
A lily bell's ingenious charms,
The ripple of a smile across
Some careworn face, to hide a loss,
The swift, strong current of the river,
A bird's throat with glad song a-quiver,
The light and shade upon the grass,
The butterflies that fluttering pass,
The cloud of spray a robin shook
From the margin of the brook.
Although my ears are closed to sound,
Sweet music greets me all around,
And in these silent harmonies
I hear the grandest symphonies.

---Laura A. Davies.

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No. 7

HERE are no points of the
compass on the chart of
true patriotism.

—ROBERT C. WINTHROP

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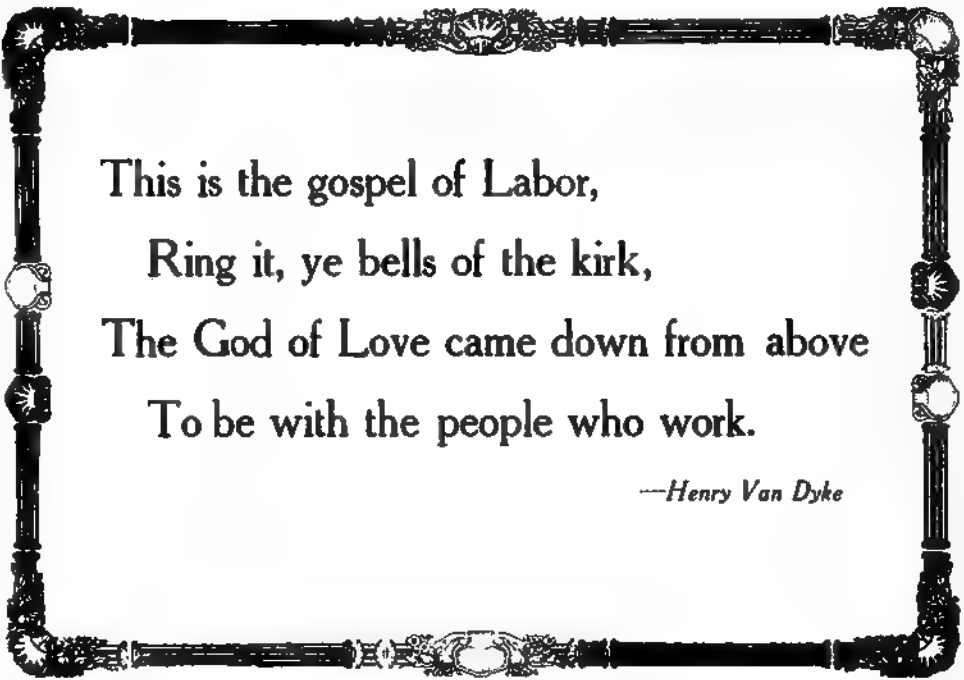
VOLTA RE

The Speech-Reading and Speech Magazine

VOL. XXIV

SEPTEMBER, 1922

No. 9



This is the gospel of Labor,
Ring it, ye bells of the kirk,
The God of Love came down from above
To be with the people who work.

—Henry Van Dyke

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OCTOBER, 1922

No. 10

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Died, August 2, 1922

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MARY C. NEW, Assistant Editor

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NOVEMBER, 1922

No. 11

Remembrance

Whatever things are true and good and gracious.
Whate'er of right has triumphed over wrong,
What Love of God or Man has rendered Precious,
Let us remember long.

So, pond'ring well the lessons they have taught us,
We tenderly may watch the years go by,
Holding in memory all the good they brought us,
Letting the evil die.

—Unidentified.

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VOLTA REVUE

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DECEMBER, 1922

No. 12

YOUR HOUSE OF HAPPINESS

Take what God gives, O heart of mine,
And build your house of happiness.
Perchance some have been given more;
But many have been given less.
The treasure lying at your feet,
Whose value you but faintly guess,
Another builder, looking on,
Would barter heaven to possess.

Have you found the work that you can do?
Is there a heart that loves you best?
Is there a spot somewhere called home
Where, spent and worn, your soul may rest?
A friendly tree? A book? A song?
A dog that loves your hand's caress?
A store of health to meet life's needs?
Oh, build your house of happiness!

Trust not to-morrow's dawn to bring,
The dreamed-of joy for which you wait;
You have enough of pleasant things
To house your soul in goodly state;
To-morrow Time's relentless stream
May bear what now you have away;
Take what God gives, O heart, and build
Your house of happiness to-day!

—B. Y. WILLIAMS,
in the Ladies' Home Journal.

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In addition to its special work in promoting the teaching of speech and speech-reading to deaf children, the Association encourages the conservation of hearing, the elimination of causes that lead to deafness, the study of lip-reading by the hard of hearing adult, and the correction of defects of speech.

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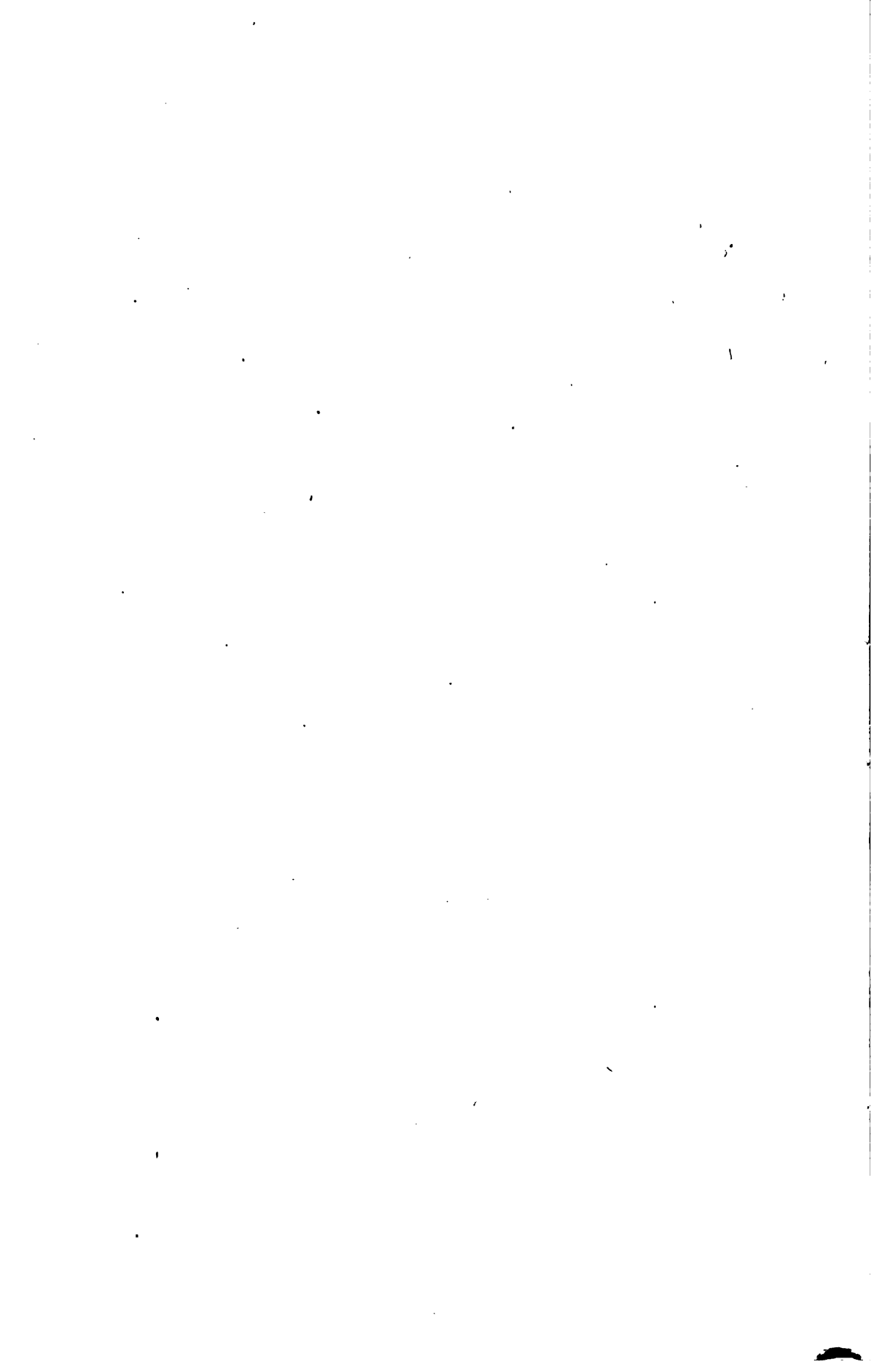
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